DOCUMENT RESUME

ED 163 374 CG 013 148

AUTHOR Morical, Lee
TITLE Peer Counselor Project: Women Helping Women. Final Report.
SPONS AGENCY National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE Aug 78
GRANT 5-T21-MH-14070
NOTE 137p.; Best copy available

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *Counselor Training; *Females; *Helping Relationship; *Housewives; Models; Paraprofessional Personnel; *Peer Counseling; Program Descriptions; Program Evaluation; Rural Environment

ABSTRACT

An experimental program is described which was designed to train non-urban housewives for paid employment as paraprofessional peer counselors. A flow chart traces the origin of the project back to 1969, when the future project director recognized the mental health needs of a variety of non-urban housewives of all ages. The resulting peer counselor training program is described in detail, including funding and institutional support, rationale and objectives, staff and consultants, selection of trainees, and program design. The extensive evaluation information includes sections on the program's effects on trainees and on staff. Issues and questions raised by the project are listed and discussed, and a summary and future recommendations conclude the publication. (Author/BP)

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Women Helping Women
Peer Counselor Training

CG013148

PEER COUNSELOR PROJECT

WOMEN HELPING WOMEN

An experimental program designed to train non-urban housewives for paid employment as paraprofessional peer counselors. Funded by the U.S. Department of Health, Education and Welfare, National Institute of Mental Health, Experimental and Special Training Branch under Grant No. 5 T21 MH 14070.

July 1, 1975 - June 30, 1978

FINAL REPORT

by

Lee Morical, M.S.
Project Director

with

Materials Preparation and Consultation by:

Lorna Gauthier, B.S.
Technical Training Specialist

Department of Counseling and Psychological Services
University of Wisconsin-Stout
Menomonie, Wisconsin 54751
August 1978

"I guess the main thing is I don't feel much of anything anymore. I just get up and get the kids off to school and then there's washing to do--that never ends--but all I feel like doing is going back to bed. Nothing ever changes."

Wisconsin housewife
July 1973

"She just listened and asked me the right questions to get me thinking again. Before that I was blocked . . . . She was supportive. she understood. She was there. She was like the lady next door but one who knew how to listen. She made a difference in my life."

Wisconsin housewife speaking of
the trained peer counselor who
worked with her
May 1978

Artist: Lonna Freelove, B.F.A.
Typist: Susan D. McClelland

PREFACE

Three years ago the staff of the Peer Counselor Project moved into its headquarters on the edge of the campus of the University of Wisconsin-Stout. The move was, quite obviously, a beginning for us but more, the Project was the culmination of a dream.

Projects which begin as dreams tend to go through a process of metamorphosis; ours was no exception. But now it--and we--have shed all semblance of dream-state. We have worked hard and we have done our jobs well. We have created something of worth.

Dr. Toni McNaron, a Project consultant from the University of Minnesota, once termed our work "the legitimization of common sense." We accept that. For if it no longer possesses the revolutionary flavor of the dream, it offers now the solidity of workable--and working--reality.

ACKNOWLEDGEMENTS

Although thanks naturally accrue to all who were in some way involved with Peer Counselor Project, there was in this, as in all undertakings, that small cadre of enablers who not only do not stand in the way but who actually encourage and enable the progress of an endeavor. It seems appropriate, then, that a roll call be here made and that thanks be extended. They are:

From the University of Wisconsin at Madison, Dr. Kathryn Clarenbach,

Chair of Women's Education Resources, for brainstorming with me in 1973 to find the working hypotheses which became the basis for my grant proposal;

From University of Wisconsin-Stout, Dr. Wesley L. Face, Vice Chancellor, for enabling my initial contact and dialogue with the University, and Dr. Robert S. Swanson, Chancellor, for his support of this endeavor; Dr. Orville Nelson, Research and Evaluation Specialist, Center for Research and Educational Improvement, for providing the initial evaluation design against an impossible deadline and for consistently providing us with the time and expertise to sustain a strong evaluation system; Dr. Carlyle Gilbertson, Chairman, Department of Counseling and Psychological Services, for providing a climate of freedom in which the Project was able to grow, and the late Dr. Gregory Schubert, who, as Teleproduction Center Director, enabled much and was of major assistance in our dissemination plans;

From the Northwest Psychiatric Clinic, Eau Claire, Dr. Joseph M. Tobin, for his professional validation of our work;

From the National Institute of Mental Health, Experimental and Special Training Branch, Dr. Sam Silverstein, for providing me, from his initial site visit to the Project's end, with an unfailing source of assistance and the brutal honesty which was matched only by the graciousness with which it was offered, and Dr. Ralph Simon, Chief, Dr. Beatrice Schriver, and the other members of the Branch staff, for their consistently helpful manner in all of our dealings.

Special thanks to the six women of the Project staff who brought their depth of experience as non-urban housewives as well as their professional expertise;

Secretaries Ms. Eva Koepnick, for providing inestimable personal support during the beginning and middle days of our work, and Ms. Anne Tabbut, for the assistance provided by her creative mind and pen as the Project neared its end; Ms. Anita Pershern, a biologist who worked as our research analyst, for coordinating much of our evaluation system, and on occasion, using pure science to bring us counselors down from our aeries, and Training Specialists Ms. Karla Hoefgen and Ms. Sonja Stoudt, for their personal commitment to the Project and their counseling styles which provided valuable models for the trainees.

And finally, Ms. Lorna Gauthier, Technical Training Specialist, field experience supervisor, esteemed colleague and beloved friend, for sharing the dream from its beginning.

To these and to all others who were in some way part of the Peer Counselor Project, my sincere appreciation.

Menomonie, Wisconsin
July 1978

Lee Morical
Project Director

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INTRODUCTION

A review of the literature clearly shows that the use of paraprofessionals in the delivery of mental health services is established practice. In a report on the use of the nonprofessional worker in the human services, editors Grosser, Henry and Kelly (1971) wrote of the establishment of this practice and added that most professions concede that nonprofessionals can meet manpower needs, serve previously unserved clients and, in some cases, reach certain populations more effectively than can professionals. Programs to train paraprofessionals have, in the last decade, ranged from those focusing on the needs of children through those for the aged, and cover the spectrum of ethnic groups, the chemically dependent and other sub-groupings of individuals. Summaries of projects funded by the National Institute of Mental Health's Experimental and Special Training Branch, edited by Simon, Silverstein and Schriver (1975), point to the variety and innovation of training programs which have expanded manpower resources and provided models for new fields of training. Use has been made of nonprofessional personnel in the helping services to reach formerly unserved populations, to provide employment for the chronically unemployed, to augment existing professional services in a given area and to attempt professional, social and political reform.

The training model developed by the Peer Counselor Project/Women Helping Women was yet another attempt to make use of the nonprofessional in the improvement of mental health delivery services. It was largely the product of its own unique antecedents as well as of a body of nonspecific knowledge from the disciplines of psychology, sociology and history. As will be shown, the program grew largely from some instinctive and isolated efforts in Menomonie, Wisconsin, early in this decade.

BACKGROUND

The Peer Counselor Project/Women Helping Women at the University of Wisconsin-Stout was an experimental training program designed to prepare non-urban housewives for paid employment as paraprofessional peer counselors. Its beginnings predate the grant period of this Report by several years; it is necessary to go back to 1969 to examine the events which led to its establishment at the University.

The Peer Counselor Project is derivative of many experiences, both personal and professional, of its director, Lee Morical. It is the result of her observations as a journalist for 15 years, and as a counselor and mental health educator for the past seven. It has to do greatly with her own experience as a housewife and mother and it relates closely to the mission of the University of Wisconsin-Stout.

Its genesis is the period from 1969-71, when the Project Director served first as an intern and then a counselor on the staff of the ecumenical campus ministry to UW-Stout.

As the only woman on staff, Morical found that women--both University and community--often sought her out. Although a few women arrived in her office with clear-cut presenting problems centering on relationships, sexuality, or goal confusion, an increasing number came "just to talk." It was not many months into her work before she saw a definite pattern emerge: most of the women were seeking her out not so much because she was a counselor but because she was a wife and a mother and had, it was implied, "been there."

Almost without exception, women would come under a pretext: What would it be like to start back to school at age 35? Could they take a vocational inventory to find out "something" in which they might be interested? Could they have some advice to pass along to a "worried friend"? Almost without exception, too, they would preface their visit with: "I hate to bother you because I know you're so busy and this is really nothing..." Each seemed to feel she was alone in her feelings and few believed they had a right to talk about these feelings with anyone. Overall, it appeared there was a very real need on the part of these women to talk with someone about their "non-problems" which had a way of making them tired most of the time; made them eat too much and gain too much weight, made them too sleepy or not sleepy enough; or bored, afraid, anxious, depressed.

In 1971, with the cooperation of the campus ministry staff, Morical founded the Center for Women's Alternatives (CWA), a preventive and educational mental health service designed to reach not only the women with whom she had been working but the hundreds of others whom she felt certain were "out there" but reluctant to seek help.

"Out there" was the city of Menomonie, population 10,000, seat of the predominantly rural Dunn County with the Stout campus of the University of Wisconsin its primary industry. A county hospital comprised the city's mental health facilities at that time. The only other counseling help available to non-students was that offered by local pastors and physicians. The practice of preventive mental health was minimal; allegiance was paid to the Cartesian dichotomy of body-mind in theory and in practice. Thirty-five miles to the east, the city of Eau Claire, population 45,000, offered one psychiatric clinic, inpatient psychiatric services at two general hospitals, and Lutheran and Catholic Social Services. A tri-county mental health clinic was based approximately 25 miles away. For further services, Menomonie residents could drive 70 miles west to the metropolitan area of Minneapolis-St. Paul, Minnesota, but, in point of fact, few did. Going to "the Cities" or to the Mayo Clinic in Rochester, Minnesota, was reserved for major physical and mental illness. Seeking help because one felt inundated by too many kids and too little time or because one couldn't seem to talk with one's husband any more was not the practice of Menomonie women, nor was such help available had it been sought.

The design and expansion of CWA from 1971 to the present has been based directly upon the mental health needs of non-urban housewives of west central Wisconsin observed by, articulated to and recorded by members of the CWA staff throughout the past seven years (FIGURE 1). Additionally, a mental health needs assessment of fifty housewives was made by CWA in 1972, and in 1975, Morical made a cross-country trip to interview non-urban housewives in parts of Minnesota, South Dakota, Nebraska, Colorado and Utah.

CWA's first group offering focused on preventive mental health services to housewives with young children. Subsequent offerings were designed to help women with personal goal setting and to meet the specific needs of divorced women, widows, women over forty, women confined to nursing homes, low income women and single mothers. CWA has also offered individual counseling and peer counseling, seminars, workshops, retreats, drop-in centers, referral services and a newsletter as part of an ongoing counseling and educational service to non-urban women. Self-growth groups as described by Bates and Johnson (1972), in which individuals experience "more acceptance of self and others," were a major part of CWA's work.

FIGURE 1

Genesis of Peer Counselor Project

posed

1980 DISSEMINATION OF TRAINING PROGRAM AND METHODOLOGY DEVELOPED TO AGENCIES THROUGHOUT THE UNITED STATES BY VIDEOTAPE/WORKSHOPS

↑ Agency staffs begin own training of non-urban housewives as peer counselors

1979 DISSEMINATION OF TRAINING PROGRAM AND METHODOLOGY DEVELOPED IN PEER COUNSELOR PROJECT TO AGENCIES THROUGHOUT WISCONSIN BY MEANS OF VIDEOTAPE/WORKSHOPS

↑ Continuing evaluation of training program and dissemination methods

1978-79 DEVELOPMENT OF TRAINING MANUALS, VIDEOTAPE TRAINING SERIES AND WORKSHOP FORMAT FOR DISSEMINATION OF TRAINING PROGRAM AND METHODOLOGY DEVELOPED IN PEER COUNSELOR PROJECT

1978 ↑ Evaluation of packaged training program

1977 PACKAGING OF PEER COUNSELOR TRAINING PROGRAM FOR NON-URBAN HOUSEWIVES

↑ Evaluation of Training Program Developed During Peer Counselor Project

1975-77 MODEL PROGRAM OF PARAPROFESSIONAL PEER COUNSELOR TRAINING FOR NON-URBAN HOUSEWIVES (PEER COUNSELOR PROJECT)

↑ Continuing Evaluation of Experimental Program

1974 DESIGN OF EXPERIMENTAL PROGRAM OF PARAPROFESSIONAL PEER COUNSELOR TRAINING FOR NON-URBAN HOUSEWIVES

↑ Use of Behavioral Objectives in Program Design

1974 DESIGN OF BEHAVIORAL OBJECTIVES BASED ON IDENTIFIED COMPETENCIES

↑ Evaluation of Competencies

1973 IDENTIFICATION OF COMPETENCIES REQUIRED OF PARAPROFESSIONAL PEER COUNSELORS FOR NON-URBAN HOUSEWIVES

↑ Evaluation of Offerings

1971 DESIGN OF CENTER FOR WOMEN'S ALTERNATIVES SERVICES TO MEET MENTAL HEALTH NEEDS OF NON-URBAN HOUSEWIVES

↑ Expressed to and Observed by CWA Staff

1969 MENTAL HEALTH NEEDS OF NON-URBAN HOUSEWIVES OF ALL AGES

Need for additional staff became apparent almost from the beginning. Working from the hypothesis that a housewife possessing ego strength, willingness to grow, and the ability to relate to others in a non-judgmental way could, in a relatively short period of time be trained to be an effective paraprofessional counselor without benefit of a graduate degree in counseling, Morical in 1971 identified one such woman--Lorna Gauthier, wife, mother of six and former elementary school teacher--and asked her to work as a group facilitator with CWA. Although the training at that time was rudimentary, consisting largely of on-the-job training followed by critique, Gauthier became, within a few months, a highly effective group facilitator. (She has since gone on to earn a degree in family relations and human development, continue her work with CWA and, subsequently, to join the staff of the Peer Counselor Project as technical training specialist and field experience supervisor.) So successful was this first training venture that two women were identified from among the participants in CWA's self-growth group offerings and trained as group facilitators in small pilot efforts in 1973 and 1975. They were added to the CWA staff on a part-time basis.

As CWA's range of activities expanded and requests for information about its services began arriving from various parts of Wisconsin, it became apparent that there was a need for more women trained to offer similar services in other parts of the state.

By 1973, the tasks had become clear:

1. Identify and acknowledge the mental health needs of non-urban women.
2. Identify, select and train women to provide effective, accessible preventive and intermediate mental health services to non-urban housewives.

3. Let communities and agencies know of the need for and availability of these workers so that they might be utilized appropriately.

As these tasks were formulated, it further became apparent that some sort of formal training program would have to be developed if they were to be accomplished. In August, 1973, the Chancellor and Vice Chancellor of the University of Wisconsin-Stout met with Morical to explore ways in which CWA and the University might engage in a cooperative effort to establish such a training program.

The University is a special mission institution of the University of Wisconsin system, with emphasis in the field of home economics, industrial education and the helping professions of counseling and vocational rehabilitation. Heavy emphasis is placed by it upon the launching of innovative and pragmatically-based programs aimed at meeting human needs. Emphasis is further placed on the importance of continuing education and community outreach, and so the involvement of the University with the proposed training program seemed particularly appropriate. A proposal for the Peer Counselor Project was written by Morical.

FUNDING AND INSTITUTIONAL SUPPORT

The Peer Counselor Project/Women Helping Women was funded by the National Institute of Mental Health, Experimental and Special Training Branch under Grant No. 5 T21 14070-01. The total project period was from July 1, 1975 through June 30, 1978 and amounts awarded by year were: 01: $54,730; 02: $50,824 and 03: $44,013. Cooperation and input from the University of Wisconsin-Stout, stated in a letter from the Chancellor which became a part of the initial grant proposal, continued throughout the life of the Project. University support for the Project took the following forms:

1. Assignment of 20 percent of one research and curriculum consultant and 10 percent of a second research and curriculum consultant from the Center for Research and Educational Improvement to the Project for its first year to assist in setting up curriculum, research and evaluation instrumentation.
2. Assignment of office and classroom space in a non-threatening environment conducive of learning on the part of non-urban housewife trainees, and provision of appropriate furnishings. (This site consisted of four staff offices, a classroom and secretarial foyer in the Student Health Center on the northern edge of the campus. An ideal balance between being a part of and being apart from the campus was realized. Furnishings--sofa, upholstered chairs, carpeting, end tables--came from the University's Home Management House. Basic office furniture was provided for staff. Purchase of portable chalkboard, typewriters and audio-visual equipment was made from grant funds.)
3. Waiver of prerequisite requirement of baccalaureate degree for entrance into two graduate courses required of Peer Counselor Project trainees.

4. Assignment of the Project during the first year to the Office of the Vice Chancellor with re-assignment for the Project's duration in the Department of Counseling and Psychological Services. Appointment of the Project Director to the academic staff of that department.

5. Pick-up of .33 of the Project Director's salary during 02 year; .66 during 03 year and full pick-up of Project Director's salary at the conclusion of the Project period to continue her work in the dissemination of Project findings.

RATIONALE AND OBJECTIVES

The efficacy of the work of CWA's paraprofessional staff in helping to meet certain mental health needs of non-urban women was borne out not only by empirical data but by a tabulation of the evaluations completed by all participants in CWA offerings nine months after their participation. The result showed that the kind of help which had consistently proven most effective in working with the "little" concerns of the non-urban woman was that offered by a person who 1) was or had been a housewife and mother and had, in effect, "been there" herself, 2) was non-judgmental, caring and a "good" (by inference "trained") listener, and 3) lived in the same geographic area as her clients and had some understanding of the ambiance of the place. The use of male counselors, female counselors and female graduate students in counseling who had never been married, counselors of either sex who were not a part of the community in which their clients lived, and counselors of either sex who employed a confrontive approach had consistently proven to be counterproductive in the facilitation of CWA's self-growth groups and had consistently received negative evaluation by participants.

Positive evaluation was consistently given to women who combined basic counseling skills with what has been described by Lake (1973) and others as "mother wit," whether these women were professional or paraprofessional counselors. This suggested to the Peer Counselor Project staff that a training program should be designed using the counseling style developed by Center for Women's Alternatives as a model.

The goals set forth by the staff for the three-year Project period were:

1. To create a program by which selected non-urban housewives could be trained for paid employment as effective peer counselors in unserved and underserved communities in Wisconsin which could, if workable, be replicated elsewhere.
2. To provide the status of employability for a segment of the population (untrained housewives) which has a notoriously high rate of unemployment.
3. To apprise mental health professionals/agencies throughout Wisconsin of the need for and availability of trained housewife peer counselors.

The rationale which was written for the Project and which appeared on all Project brochures, letters of information and in news releases was as follows:

> The essence of all peer counseling is the fact of "having been there" and the Peer Counselor Project/Women Helping Women is based on this premise. Its objective is to channel the natural helping abilities of selected non-urban housewives into salable skills by means of an especially designed training program. At the conclusion of training, women will be prepared to work as paraprofessional peer counselors to other women in unserved or underserved non-urban communities. They will not be professional therapists or counselors nor will they be expected to function as such. Instead, they will provide preventive and intermediate mental health care to other non-urban women in a variety of community settings, such as nursing homes, hospitals, mental health centers, churches, women's centers, social service departments and community action agencies. They will be trained to work with other women with such concerns as: feelings of loneliness; alienation, eventlessness, worthlessness; breakdown in communication among family members; pre- and post-surgical anxiety; grief; aging; dying; problems of handling time pressures; stress; widowhood; divorce, and will be able to make appropriate referrals to professionals for those women needing such service. All peer counseling will be done under the supervision of the agency by which the peer counselor is employed. Although responsibilities of peer counselors will vary from job to job, each will have as her main function that of relating to women where they are, in a non-judgmental way; being with them by means of skilled listening; facilitating their growth singly or in groups and referring them, where necessary, to the appropriate agency or professional.

At the outset of the Project, three major decisions were made by the staff which had important implications for the conduct of the training program. These decisions involved 1) the compression of a 350 hour training program into nine weeks, 2) the frank use of the word "housewife" throughout the Project, and 3) the insistence that peer counselors accept only paid employment under agency supervision upon completion of their work.

Nine Weeks

It was decided that the training program would be nine weeks in length because:

1. This time period coincided with University quarter and it was initially planned that trainees would enroll in two regularly scheduled University classes (one was dropped at the end of the first year as being non-productive and the other was dropped before the last training class so that Project staff could package the entire training program for use elsewhere.)
2. It was assumed by staff that a large number of the trainees would come to the University from all over the state and, on the basis of their own lives as housewives and mothers, staff felt that two months (nine weeks) was the maximum amount of time a housewife would want to be away from her home and family.

It was further decided that trainees would be under Project supervision for one year after the completion of their nine-week training period. This would consist of their attendance at three one-day In-Service sessions on the campus of University of Wisconsin-Stout (APPENDIX A), their participation in self- and employer-evaluations of their work performance on their jobs and monthly contact between trainee and Project staff by means of a phone call, letter or staff site visit.

Housewives

It was decided at the outset that the Project staff would play no euphemistic games; the word "housewife" would be used in all written Project materials. This word is commonly understood to mean what the staff wanted it to mean: a woman who has spent at least part of her life in the fulltime care of home and/or husband and/or child or children. Such a definition allowed inclusion of all the women Project staff hoped to reach: women presently married with children at home, women presently married with children grown and gone from the parental home, women once married now widowed or divorced and women never married but mother of a child or children.

The term "non-urban" was slightly harder to define because of the lack of agreement by demographers about what constitutes "non-urban." According to Clarenbach (1976) the ERIC Clearing House on Rural Education and Small Schools, despairing of a definite separation of rural and non-rural, found "self-definition" the most satisfactory. In working on a satisfactory definition of "non-urban" Project staff were told by several agencies that "non-urban is everything in Wisconsin except Milwaukee." For Project purposes, "non-urban" was defined as any city or town with a population of under 50,000. Firsthand knowledge of Wisconsin by the staff permitted this rather arbitrary assignment of cut-off; the aim was to find women from communities and areas which were notably underserved by agencies speaking to the specific mental health needs of housewives being addressed by Project goals. The only exception made to the 50,000 rule was in the case of applicants from the city of Appleton. A site visit to this area prior to interviewing any applicants from there assured staff that the area adjacent to the city itself was comprised of small towns and a rural farm and non-farm population.

Paid Employment

Finally, it was decided by the staff that it would be adamant in its insistence that trained peer counselors not accept volunteer peer counseling work upon completion of their training. It was the staff's belief that if peer counseling by housewives was to become recognized as a legitimate counseling sub-specialty in a society where economics determines validity, its practitioners must put a dollar value on their services. If they did not, it was feared, the housewife peer counselor would, upon returning to her home community, continue to be viewed as she had before her training: the "good friend," the competent and capable woman to be called upon any time there was some work to be done. Staff felt strongly opposed to training a woman for a non-existent job or one which would not be considered a "real" job. Further, it was believed that many of the women who would be attracted to the training program would be in life situations which demanded their having paid employment for their own and child support, and it was the experience of the staff that once a precedent of volunteerism is set for any job, it becomes almost impossible to obtain payment for it at a later point in time.

STAFF

The Project Director has, over the years, consistently supported efforts to eradicate inappropriate questions regarding age, sex, marital and parental status from application for employment forms and from job descriptions. In the case of the Peer Counselor Project, it was the belief of the Director that a consideration of the sex, marital and parental status of applicants for staff positions was entirely appropriate because of the impact of modeling as a major training tool. For this reason, every effort was made to obtain staff who possessed not only the requisite professional skills but who were, themselves, non-urban housewives and mothers.

The position of technical training specialist was filled by the woman who had worked with the Project Director in the development of CWA. Position descriptions for two part-time training specialists, a part-time research analyst and a secretary were advertised through the University of Wisconsin-Stout's Personnel office. The training specialists were academic staff appointments equivalent to the faculty rank of Instructor; the remaining positions were categorized as Project Limited Term Employment (LTE) in the competitive pay range. The likelihood of attracting highly qualified non-urban housewives to these positions appeared high because: 1) the positions were part-time and would appeal to women with children still at home, 2) the talent-pool area was rich in women with graduate degrees in the helping professions, 3) the positions were time limited by the grant period and would probably not attract persons from other parts of the state or country and 4) the nature of the Project tended heavily toward candidate self-selection. These assumptions proved to be correct.

In the search for training specialists, there were eight candidates, of which two were male. After being interviewed, both males declined further consideration for the position, one because the job didn't offer "enough challenge or money" and the other because he didn't understand the concept on which the Project was based. All female candidates were highly enthusiastic about the Project, all were from central Wisconsin, all had been married and all but one was a mother.

Of the three candidates for research analyst, two were housewives and mothers from the city in which the Project was housed, the third was a male from the area who was not interested in working unless he could engage in group facilitation, a task not covered by the position description.

The persons who ultimately staffed the Peer Counselor Project during its three years were all female, all non-urban housewives and all but one was a mother of from two to six children each. All of the training staff had spent from five to twenty-two years in the full-time care of home and family and each had returned to college or graduate school as an "older" (29-40) student. All staff members were born and raised in rural Wisconsin or Minnesota with the exception of the Project Director, who has an urban background but had lived in west central Wisconsin for 18 years (APPENDIX B). The original assumption regarding the importance of modeling proved to be even more important than had originally been believed. It was, in fact, one of the major factors in the effectiveness of the training program. Training staff taught from a fullness of personal knowledge in their subject matter, much of which is not to be found in print.

In addition to the staff paid by grant funds, part-time help for one year was provided by two members of the University's Center for Research and Educational Improvement and for one academic quarter by a member of the faculty of the Department of Counseling and Psychological Services, on assignment of the University (TABLE 1).

TABLE 1

FACULTY AND STAFF

Peer Counselor Project/Women Helping Women

Name	Position	Discipline	Employed	Salary From:
Lee Morical, M.S.	Project Director	Counseling Journalism	7/75 - 6/78	01: grant 02: grant .66 UW-S .33 03: grant .33 UW-S .66
Lorna Gauthier, B.S.	Technical Training Specialist	Home Economics Education	7/75 - 6/78	Grant
Eva Koepnick	Secretary	--	7/75 - 10/77	Grant
Anita Pershern, M.S.	Research Analyst (33%)	Home Economics Biology	9/75 - 6/77	Grant
Eugene R. F. Flug, Ed.D.	Curriculum and Research Consultant (20%)	Education Industrial Education	9/75 - 9/76	On loan from UW-Stout
Beverly Schmalzreid, Ph.D.	Curriculum and Research Consultant (10%)	Home Economics	9/75 - 9/76	On loan from UW-Stout
P. Robert Wurtz, Ph.D.	Instructor (10%)	Counseling Education	1/77 - 5/77	On loan from UW-Stout
Karla Hoefgen, M.S.	Training Specialist (55%)	Counseling Social Work	1/77 - 5/78	Grant
Anne Tabbut, B.S.	Secretary	Education	11/77 - 6/78	Grant
Sonja Stoudt, M.S.	Training Specialist (25%)	Counseling Education	1/78 - 6/78	Grant

CONSULTANTS

Consultants from various disciplines were utilized throughout the Project to augment staff resources (TABLE 2). One, a psychologist, served throughout the Project on the trainee screening committee and was involved with Project research on the use of the Personal Orientation Inventory (POI) as a selection instrument. The remaining consultants served as guest lecturers on such subjects as divorce, widowhood, chemical dependency in the family, death, rural sociology and sexuality. A member of the training staff attended the initial presentation of each guest lecturer to note trainee reaction and overall applicability of the lecture to training goals.

Decision to discontinue the use of a consultant was made by staff on the basis of ongoing program modifications. As preparation began for packaging the training program in its final form, it was decided to discontinue use of all guest lecturers with the exception of the four who had consistently received the highest ratings from trainees for providing valuable resource help. Subsequently three of these--Dr. Toni McNaron on "Women In Historical and Psychological Perspective", the Rev. Leonard Ellison on "Understanding Chemical Dependency" and the Rev. Edward Jackson on "Rural Roots"--were videotaped to become part of the final training package. The final training package was designed so that persons using it might incorporate consultants or guest lecturers from their own geographic area at their own discretion.

TABLE 2

GUEST LECTURERS AND CONSULTANTS

Barnard, Charles, Ph.D. Professor, Counseling and Psychology University of Wisconsin-Stout	"Family Systems"	1
Clarenbach, Kathryn, Ph.D. Professor, Political Science, and Chair, Women's Education Resources University of Wisconsin-Extension Madison, WI	"Women In Historical Perspective"	1
Conner, Walter R., M.S.W., A.C.S.W. Psychiatric Social Worker Eau Claire Clinic Eau Claire, WI	'Making It As a Peer Counselor In The Professional Mental Health Field"	7
Ellison, Leonard B., M.Div., M.S. Chemical Dependency Therapist Dunn County Health Care Center and Associate Pastor Our Savior's Lutheran Church Menomonie, WI	"Understanding Chemical Dependency"	7*
Frame, Mary Ellen, B.A. Peer Counselor Center for Women's Alternatives Menomonie, WI	"Women and Divorce"	4
Hoyt, Robert, Ph.D. Counseling Psychologist University Counseling Center University of Wisconsin-Stout	"Body Relaxation and Biofeedback"	2
Jackson, Edward, M.Div., M.S.W. Campus Minister United Ministries in Higher Education The Ministry Menomonie, WI	"Rural Roots"	6*
Kirsling, Jerry, M.S. Ed. Psychologist Vocational Development Center University of Wisconsin-Stout	Trainee screening committee member	7

Lang, Marian, M.A. Teacher, Creative Dramatics University of Wisconsin-Stout	"Spontaneity Development and Sensory Awareness"	3
McClelland, Virginia, M.S. Menomonie, WI	"On Being A Widow"	2
McNaron, Toni, Ph.D. Associate Professor, English, and Coordinator, Women's Studies University of Minnesota and Co-founder, Women's Learning Institute Minneapolis, MN	"Women In Historical and Psychological Perspective"	7*
Prigge, Pamela, M.S. Sex Counselor Psychotherapy Associates Eau Claire, WI	"Female Sexuality and Birth Control"	2**
Vadnais, Sandra Home Management Program Specialist West CAP/Counseling Glenwood City, WI	"Working With Low Income Women"	1

*available on videotape

**available on audiotape

SELECTION OF TRAINEES

In the original Proposal for the Peer Counselor Project, it was suggested that ten to fifteen women could be trained in each class. However, as work got underway in the fall of 1975 it became apparent that because of the necessity for concurrent program development, employment site development and visitation, research and evaluation, six trainees per class would be a more realistic goal. Six trainees were accepted into each class with the exception of the last, in which seven women were enrolled. Application to the training program was accepted from any non-urban housewife from Wisconsin who had a high school diploma or equivalency (a requirement of most employers) and no more than a baccalaureate degree (graduate training appeared to be in contradiction to the term "paraprofessional"). Other than these parameters, previous education had no bearing on the consideration of applicants.

Trainee Selection Procedure Design

The model for the design of the Trainee Selection Procedure was the effectively functioning CWA paraprofessional counselor. It was designed in the following steps:

1. The model of the effectively functioning paraprofessional counselor established by CWA was set up. An analysis was made of the model.
2. Profile scores of the three effectively functioning paraprofessional counselors on the staff of CWA, taken from Shostrom's Personal Orientation Inventory (POI), were analyzed.

3. The following non-prioritized qualities of an effectively functioning paraprofessional counselor were identified and listed:
   a. warmth
   b. ability to be non-judgmental
   c. ego strength and stability
   d. evidence of variety of life experiences and ability to handle them effectively
   e. basic intelligence and common sense ("mother wit")
   f. commitment to concept of peer counseling

4. An APPLICATION BLANK (APPENDIX C), an APPLICATION EVALUATION (APPENDIX D) and an INTERVIEW EVALUATION (APPENDIX E) were designed to correlate with the qualities of the effectively functioning paraprofessional counselor.

The qualities further correlated closely with those commonly understood to be needed in the repertoire of the effectively functioning counselor. More specifically, they were similar to those articulated by Davidoff, et. al. (1969), Wahler, et. al. (1972), Lake (1973), Bush (1974) and Waters, et. al. (1977) in reports of their work in training adult paraprofessionals.

Recruitment of Trainees

Recruitment of trainees was the easiest task the staff had to perform during the life of the Project. On August 25, 1975, the University of Wisconsin-Stout News Service released one four-paragraph story about the existence of the Peer Counselor Project and its acceptance of inquiries. This was sent to a standard outlet list of forty-four newspapers and thirteen radio and television stations throughout Wisconsin. The response, by mail and phone, was immediate. Exactly two months later, 198 inquiries had been received from eighty-seven state locations and, of these, 107 had followed through with applications for the first six training slots. Plans of staff to appear on radio and television to recruit trainees were immediately abandoned. In the course of the entire Project only one more news release was issued. On the basis of these two releases, 461 inquiries were received for the forty-three places in the program.

The Application Process

Upon receipt of an inquiry, staff would send the woman a general information letter, training requirements, a copy of the Project brochure and notation of deadline for return. Upon receipt of the completed application, two members of the staff would individually evaluate it with the APPLICATION EVALUATION FORM. Two of her references were mailed a REFERENCE FORM (APPENDIX F) for immediate return. Upon completion of the application evaluation and receipt of the REFERENCE FORM, two members of the staff determined whether the candidate would be advanced to an interview. If not, she was sent a letter of regret. If she was considered a candidate, an interview was set up for her and she was notified by letter.

The Selection Process

Each woman was given an individual, standardized interview at Project headquarters so she could see how far it was from her home community. At the conclusion of the interview each staff member filled out the INTERVIEW EVALUATION FROM. During this time, the applicant took the Personal Orientation Inventory (POI) which was interpreted by the Project's consulting psychologist. Later in the day of the interview, each applicant participated in an informal group interview during lunch or dinner with three members of the Project staff and the other applicants who had been interviewed that day. This portion of the interview provided information to staff as to how individuals related to others in a new situation. An analysis of the INTERVIEW EVALUATION FORM, the notes taken by staff after the group interview, the POI protocol, references and any additional pertinent subjective data was made by a minimum of three staff members and the consulting psychologist for each applicant. Women not selected were sent a letter of regret and declaration of intent of Project to keep application on file for later review. Applicants selected were sent a letter of intention/commitment (APPENDIX G) and final information regarding enrollment. At the beginning of each new interview period, all applications on file were reviewed by Project staff. Of these, three women who had initially not been selected were chosen for inclusion in a later training class.

Stipends

Each trainee received a stipend of $300 from grant funds to cover her living expenses during the training class. Additionally, during the time trainees were required to take academic classes at the University, tuition for these classes was paid from grant funds for trainees. Trainees expressed pleasure over the amount of the stipend.

Credit

Initially the training program carried fifteen Continuing Education Units (CEU) and four hours of undergraduate academic credit. With the removal of the two academic classes and the addition of those clock hours to the remainder of the training program, the total credit offered was twenty-three CEU's. No response was received from trainees because of the change in credit hours.

Certificate of Completion

Upon the successful completion of her training, each trainee was given a Certificate of Completion, a transcript of her CEU's and, where applicable, a transcript of her academic credit. As an experimental effort, the program was not state certified.

The Training Classes

Seven training classes were offered. The dates and number who completed training follow:

1.	January - March 1976	6 trainees completed
2.	June - August 1976	6 trainees completed
3.	August - October 1976	4 trainees completed*
4.	January - March 1977	6 trainees completed
5.	March - May 1977	4 trainees completed**
6.	August - October 1977	6 trainees completed
7.	January - March 1978	7 trainees completed***

* 1 woman dropped out during first week because of personal reasons
1 woman dropped out during ninth week because she decided she preferred a more directive type of counseling; she has since gone into retail sales

** 1 woman who was selected for training notified staff two days before class was to begin that she could not attend; no alternate could make arrangements to attend at that late date
1 woman, age 70, dropped out during the fourth week because she found the training too physically exhausting

*** Because of an overage in grant funds available for stipends after academic classes/tuition were dropped, a seventh trainee was included

Predictive Value of POI in Trainee Selection

The predictive validity of the POI has been reviewed by Tosi and Lindamood (1975) who found that it successfully correlates with the criteria of success in areas dealing with emotions and interpersonal relationships. The overall profile elevation was the first focus of interest of the Project staff in interpreting a candidate's POI. If most of the scores fell above the mean standard score line based on a normal adult sample, the probability was that the applicant in question would be able to function in the training program and as a peer counselor. However, final selection was always based on information from the other selection devices as well as the POI profile.

A second focus of attention when reviewing an applicant's POI was the Support Ratio score. This score represents the ratio of other-orientation to inner-orientation. Warehime and Foulds (1971) reported the results of a study which supported the correlation between a high Support Ratio and personal adjustment. Hjeele (1975) found that internally controlled persons were more likely to participate in social issues, to display good personal adjustment, and to be involved in influencing and mastering their environment. Although the results of both these studies give data on a college age population, the Project staff found that these generalizations were dependable when applied to the selection of applicants for the training program.

Attempts to make a "good impression" on the POI at the time of interview are possible because of the vested interest the candidate has in the outcome. Rowe (1973) has suggested that extreme care in interpretation is needed if the POI is used with a population knowledgeable in the personality constructs involved. However, most applicants for the Peer Counselor training program were not sophisticated in regard to the theories on which the POI is based; of the ninety women interviewed, it was determined that no more than ten at the most might have had the theoretical knowledge necessary deliberately to fake the inventory.

Final Project evaluation showed that screening by means of the POI together with a standardized personal interview conducted by two members of the training staff were the most valid indicators of success as a trainee. The following non-prioritized factors correlated most closely with evaluated achievement of the women trained in the program:

1. High self regard and self-acceptance; ability to withstand criticism
2. High degree of time competency
3. High degree of inner-directedness
4. Sensitivity to and acceptance of own needs and feelings
5. Capacity for intimate contact with others
6. Flexibility in application of values; evidence of being non-judgmental of others
7. Commitment to the concept of peer counseling and one's own role in this counseling sub-specialty

Numbers 1 - 5 were shown in large part by the POI profiles; numbers 6 and 7 were revealed during the standardized interview.

Related Research

A paper on the use of the POI as an indicator of trainee growth during the nine-week training period is being prepared and will be available within the next year.

Composite of Women Attracted To Training Program

The following is a composite of the 208 women who applied for training in the Peer Counselor Project, as prepared by Project staff:

> A woman who had spent a large part of her life nuturing others and, although she enjoyed it, was now ready to do something for herself. She continued to have strong commitment to home and family and, because she would have to leave them and live at the University, was relieved to find the training would take only nine weeks. She was attracted to the concept of peer counseling because it meant that she could use the skills she understood (nuturing) to seek and, hopefully, find legitimate, paid employment in a legitimate helping field. She understood the concept immediately and supported it. She was not

> overtly dissatisfied with her life, but she felt that she had never become all she could be. She had the full support of her family in applying for training; they seemed to sense her growing dissatisfaction and, in effect, were saying: "Do it before you start stirring up things around here." She was, or had been, a regular church goer. She came from a large family. She had undergone at least one, and usually more, major personal traumas in her life. She had received, at some time in her life, some counseling/therapy and felt it had improved her life. She was a woman who did well with and, in some ways rather enjoyed, crisis situations. She had been involved many times in handling serious illness, accidents, death or other misfortunes in her own family or with friends, neighbors or relatives. She was a do-er rather than a philosopher; she was not interested in a degree program. She said she was not a feminist, but she espoused many of the things for which feminists are working, particularly equal pay for equal work. If she was middle income, she had been supported throughout her marriage by her husband. If she was lower middle or low income, she had worked outside the home as a secretary, nurse's aide or salesclerk. In order to be trained she was willing to make almost any arrangements, no matter how uncomfortable for herself, as long as her family was cared for.

Additional Qualities of Non-Accepted Applicants

There were few, but important, differences between the women selected for training and those who were not. All were part of the composite above but the following is a composite of the additional attributes of the 165 applicants not selected for inclusion in the training program, as prepared by Project staff:

> A woman who saw much of life as a problem to be solved. She felt there are answers to most problems and that others can be helped best by being given these answers. She felt that, because of her life experiences, she was capable of giving them and that she would learn how to do this in training. She said she was accepting of herself but, in reality, she possessed a rather low self-regard. She had a narrow view of life and saw it either in simplistic terms or in a hierarchy.

Additional Qualities Of Accepted Applicants

The following is a composite, prepared by Project staff, of the additional attributes of the forty-three women who were selected for the training program:

> A woman who was non-judgmental of people and who believed that "anything is possible under the sun." She believed that no one had "the" answers and that people can be helped best by having them seek and find their own answers. She had a quality of humility. She took a global view of things and accepted human differences. She had positive self-regard and was accepting of her weaknesses and her strengths. She had an innate desire to learn and a natural intelligence unrelated to previous formal education. Her formal post high school education, if any, had been interrupted by marriage and never resumed.

Living Arrangements During Training

Fifteen trainees lived in their own homes during training and commuted to class; the remaining twenty-four moved to Menomonie for the nine weeks. Of these, fifteen lived in University residence halls with other students and nine lived in private homes in the community.

Trainee Interaction With University and Community

One of the most positive aspects of the program was the interaction of trainees with student body and faculty of the University and with residents of the community. This interaction was a major factor in the acceptance of the concept of housewife peer counselors in west central Wisconsin. Many of the students with whom trainees lived and attended classes were graduate students in counseling who, because of this contact, became aware of the concept of paid paraprofessional peer counseling.

Demographics

Demographics of the Project follow on TABLE 3.

TABLE 3

DEMOGRAPHICS

January 1976 - March 1978

Number of inquiries received:	461
Number of applications received:	208
Number of women interviewed:	90
Number of candidates selected:	43
Number of dropouts:	3
Number of no-shows:	1
Number of women who completed training:	39

Trainees

Average age:		42.59
Age range:		25-63
Marital Status:	Married:	30
	Divorced:	6
	Separated:	2
	Single (never married) parent:	1
Number range of children:		1-8
Age range of children:		3-45
Home community populations:	Farm:	10
	Under 1000:	5
	1000-5000:	7
	5000-10,000:	2
	10,000-20,000:	7
	20,000-50,000:*	3
	50,000-70,000:*	5
Educational levels previously attained:		
	High School:	18
	Some college:	3
	One year college:	8
	Two years college:	4
	Baccalaureate:	6

Number in counseling/therapy:	At some time before training:	19
	At some time after training:	11
Residence during training:	Own home:	15
	Dormitory:	15
	Private home in Menomonie:	9

*surrounded by rural areas

TRAINING PROGRAM DESIGN

The Peer Counselor Project training program is competency-based. It was designed in the following steps:

1. The model of the effectively functioning paraprofessional peer counselor established by Center for Women's Alternatives (CWA) was set up. A task analysis was made of the model.

2. Twenty-four tasks were identified as being a part of the repertoire of an effective peer counselor. These were arranged in chronological order from "Identify needs of non-urban housewives" through "Terminate individual/group peer counseling session." The twenty-four Component Tasks were then put into six Task Clusters which ranged from planning to terminating individual and group peer counseling sessions.

3. The PEER COUNSELING TASK ANALYSIS was set up (TABLE 4).

4. An analysis was made of each Component Task to determine what Behavioral Objectives had to be met in order to perform that task satisfactorily. All of these behaviors were written down, prioritized and set up in final form.

5. An analysis was made of each Behavioral Objective to determine what Criterion Behaviors had to be accomplished in order to meet the Behavioral Objectives.

6. An analysis was made of each Criterion Behavior to determine what instrument(s) would be used to determine its satisfactory accomplishment.

7. A final list was agreed upon and set up as BEHAVIORAL OBJECTIVES, CRITERION BEHAVIORS AND EVALUATION PROCEDURES (BOCBEP) along with a TRAINEE EVALUATION RECORD to be used during weekly and final trainee evaluation.

8. Course names were assigned to each set of Objectives on the BOCBEP and the curriculum for each course was designed on the basis of those objectives. This was done by the Project Director and the Technical Training Specialist, with consultation from the University's Center for Research and Educational Improvement.

TABLE 4

PEER COUNSELING TASK ANALYSIS

COMPONENT TASKS	TASK CLUSTERS
1. Identify needs of non-urban housewives in area 6. Locate community resources	2. Plan series of individual group sessions
4. Make verbal presentation to community agencies and other groups 5. Establish working relationships with professionals in community agencies	3. Establish agency contacts
10. Prepare meeting room	7. Arrange for facilities
19. Interpret Peer Counselor Project in relation to the Women's Movement 8. Write announcements of group organization for publication	9. Organize individual or group counseling sessions
12. Initiate individual/group sessions 15. Relate each individual/group session to the next 13. Establish helping relationship(s) with individual or within group 14. Make appropriate referrals 17. Apply ethical code of conduct in peer Counseling work 16. Provide life model for individual or group 18. Help individual to see self as "woman" in relation to "women"	11. Conduct individual counseling sessions 11A. Facilitate group sessions of non-urban housewives
23. Evaluate individual/group experience 21. Write report to supporting agency 22. Write thank you letters 24. Incorporate evaluation in next sessions	20. Terminate individual/group sessions

THE TRAINING PROGRAM

The initial training program was designed in the fall of 1975 and used for the first time for the class which entered in January, 1976. At the conclusion of that and each subsequent training class, several days of staff evaluation was conducted. Modifications in the original program design were made in response to this ongoing staff evaluation, results of the trainees' FINAL PROGRAM EVALUATIONS, the CRITICAL INCIDENTS FORMS and discussions with trainees during In-Services. Semi-final modifications were made in December, 1977 so that the packaged training program could be used and tested with the final training class in January, 1978. Final modifications were made in the spring of 1978.

The following section will describe each of the components of the training program, the materials developed for each and the modifications of each to its final form.

1. ORIENTATION/TESTING (Original clock hours: 12 Final: 7)
   Scheduled during the first week of training. Explanation of background and rationale of Peer Counselor Project; introduction of trainees and staff; general "housekeeping" details; information handouts; explanation and distribution of TRAINING SCHEDULE CALENDARS; initial reading assignments; explanation of evaluation system; registration; distribution of stipends. Testing consists of administration of Personal Orientation Inventory (POI).

   Materials Developed
   1. Successful Group Learning Climate (adapted from Pfeiffer-Jones)
   2. Suggested Reading List
   3. Talent Release
   4. Evaluation, Testing and Measurement Release
   5. Philosophy of the Peer Counselor Training Program (APPENDIX H)

Modifications:

1. Discontinued library tour, campus tour and staff-trainee luncheon because of low trainee ratings and non-applicability for use elsewhere

2. PERSONAL GROWTH EXPERIENCE (Original clock hours: 31 Final: 14.5*)
Structured and unstructured group experiences facilitated by staff to help trainees understand themselves better and relate to peer group in a climate of openness.

Materials Developed: None

Modifications:

1. Experimented with a variety of self-growth experiences: assertive training, values clarification, introduction to biofeedback, etc. but discontinued each as not having enough merit to warrant inclusion in limited time available
2. Discontinued spontaneity development and sensory awareness after third class because time slot was needed to expand other training components
3. Discontinued videotape desensitization after third class as not necessary; trainees were not uneasy with use of videotape in training

* could be expanded upward at discretion of training unit

3. COMMUNICATIONS TRAINING AND COUNSELING PROCEDURES
(Original clock hours: 41 Final: 114.5)
Intensive training in the understanding and practice of interpersonal communications systems and counseling microskills which includes supervised individual peer counseling with female community volunteers and supervised weekly facilitation of peer group. Individual peer counseling sessions are videotaped for follow-up critique and all sessions are critiqued by staff, peers and self. This course runs concurrently with Supervised Paraprofessional Counseling (Field Experience).

Materials Developed:

1. Communications Training and Counseling Procedures Microskills Worksheet (adapted from Ivey)
2. Communications Process Worksheet
3. Evaluation of Growth As A Peer Counselor (evaluation)
4. "Women's Concerns About Sexuality" (40 min. audiotape: Prigge)
5. "Rural Roots" (42 min. videotape: Jackson)

Modifications:

1. Increased number of hours for individual peer counseling practice and critique (from 14 to 88) and weekly peer group facilitation practice and critique (9 to 14) because of trainees' consistent request for "more practice"

2. Transferred units on divorce; widowhood; understanding chemical dependency and others to more appropriate places in the training program with resulting reduction in staff and consultant lecture time allotted
3. Added unit on women's concerns about sexuality in sixth class upon repeated requests from trainees

4. SUPERVISED PARAPROFESSIONAL COUNSELING (FIELD EXPERIENCE)
(Original clock hours: 72 Final: 101)
Running concurrently with CTCP, this course requires trainees, under supervision, to facilitate eight sessions of a self-growth group in a community agency or to conduct eight individual peer counseling sessions with women in area agencies, to be assigned. Staff and self critique are an integral part of this course.

Materials Developed:
1. Field Experience Report and Evaluation Sheets (#1-8: group)
2. Field Experience Report and Evaluation Sheet (individual)
3. Field Experience Critique Sheet
4. Small Group Planning Worksheet
5. Field Experience Assignment Sheet
6. Identification of Common Needs Worksheet
7. Participant Feedback Sheet (groups)
8. Participant Feedback Sheet (individual)

Modifications:
1. Made every attempt to allow each trainee to have both group and individual field experience (not always possible because of schedule conflict)
2. Added area nursing home as a permanent field site to include important component of working with the aged woman
3. Increased liaison between Field Experience Supervisor and agency supervisor in final class (reflected in individual peer counseling hour total from 12 to 44)

5. LIFE CYCLE OF WOMEN (Original clock hours: 20 Final: 30)
An overview of the life cycle of the American woman with emphasis on the classic problems and potential confronting women at each life stage. Trainees are required to pass a proficiency examination at the conclusion of this course.

Materials Developed:
1. Women In the Family Life Cycle Study Package
2. Life Cycle Test
3. Life Cycle Test Key

Modifications:
1. Course originally developed and taught by Research and Curriculum Consultant, a professor in family living. At conclusion of her assignment to the Project, course

at first taught and then packaged by the Technical Training Specialist. Final package is entirely self-study with only .5 hour (introduction/instruction giving) staff interaction with trainees. Evaluation showed no difference in trainee learning rate or retention under packaged system

2. Revised entire course in 1977 to update reading lists, incorporate segments from other parts of the training program and add new units of study

6. LIMITS OF RESPONSIBILITY/REFERRAL PROCEDURES (LRRP)
(Original clock hours: 12 Final: 20)
Limits of responsibility of a paraprofessional; outline and discussion of behaviors which require referral; outline and discussion of roles of various mental health professionals and use of correct referral methods and sources. Trainees are required to pass proficiency examination at the conclusion of this course.

Materials Developed:
1. Mental Health Workers Chart
2. "Mental Health Workers" (45 min. audiotape: Morical)
3. Limits of Responsibility and Referral Procedures Course Package
4. "Limits of Responsibility" (45 min. audiotape: Morical)
5. "Referral Procedures" (45 min. audiotape: Morical)
6. "Understanding Chemical Dependency" (42 min. videotape: Ellison)
7. LRRP Test
8. LRRP Test Key

Modifications:
1. Increased time allotted for study for final test and test conference with staff when it was determined trainees were not having enough time to complete this to staff satisfaction
2. Packaged and audiotaped major portion of course

7. WOMEN IN PERSPECTIVE (WIP) (Original clock hours: 9 Final: 13)
An overview of women in historical and psychological perspective as these perspectives relate to the American woman today. Several readings, bibliography cards and a reaction paper are required of each trainee.

Materials Developed:
1. Women In Perspective Course Package
2. "Women In Historical Perspective" (60 min. videotape: McNaron)
3. "Women In Psychological Perspective"
(1-60 min. and 1-36 min. videotape: McNaron)

Modifications:
Minor scheduling changes

8. PUBLIC AND AGENCY RELATIONS (Original clock hours: 9 Final: 13)
Basic training in the preparation of a simple news release, short verbal presentation, community and agency relations, and resumé writing. Each trainee is required to prepare two short, usable news releases; a usable resumé and, under supervision, give an oral presentation to a community organization concerning the nature of her current or proposed work as a paraprofessional peer counselor.

Materials Developed:
1. Public and Agency Relations Course Package
2. "Public Relations" (80 min. audiotape: Morical)
3. Public Relations Field Evaluation Sheet
4. Audio-Visual Basics (optional assignment sheet)

Modifications:
1. Added staff role-play of typical situations within an agency setting for final class on the basis of staff observation of skill-lack in this area on the part of trainees
2. Developed new field practice sites throughout program
3. Audiotaped staff lecture for final program package

9. CONFERENCES (Original clock hours: 10 Final: 15)
Weekly trainee conferences

Materials Developed:
Conference Report

Modifications:
Lengthened and shortened as determined by trainee needs during each training class

10. AUDIO-VISUAL BASICS (Original clock hours: 4 Final: 0)
Self-taught University course on the use of basic A-V equipment which may be required in the trainee's job, such as slide projector, overhead projector, movie projector and screen. Trainees are required to show proficiency in use at the conclusion of this course.

Materials Developed: None (University class)

Modifications:
Course dropped during final training class in preparation for final packaging of program. Course remains optional, at discretion of training unit. Throughout training, much trainee

displeasure was expressed about the amount of time this class took and how difficult it was to master but during the follow-up evaluation most trainees expressed the belief that it should be kept in the curriculum because it had proven of value to them in their work or because of the "good feeling of knowing how to handle these machines."

11. INTRODUCTION TO GUIDANCE AND COUNSELING
(Original clock hours: 68 Final: 0)
A graduate academic class (2 credit hours) at University of Wisconsin-Stout in the overview of policies and practices of organized counseling programs in educational settings. Emphasis is given to historical, philosophical and cultural bases for counseling services; cooperative efforts of teachers, parents and counselors.

Materials Developed: None (University class)

Modifications:

1. Dropped class at end of the third training class. Trainee evaluation indicated class content had become heavily concentrated on school counseling and material totally unrelated to peer counseling. Utilization of time previously taken by this class allotted to CTCP for individual peer counseling practice
2. Instructor of this class loaned to Project for two training classes to present a lecture-discussion on "Introduction To Counseling" (8 clock hours). These hours were taken from CTCP and are not reflected on TABLE 5.

12. GROUP DYNAMICS (Original clock hours: 68 Final: 3*)
A graduate academic class (2 credit hours) at University of Wisconsin-Stout including a study of various group approaches. A theoretical and experiential consideration of several of these. Designed to help counselors understand how groups may be used in a setting for counseling.

Materials Developed: None (University class)

Modifications:

1. Although class ate heavily into training schedule, trainee evaluations continued high enough to warrant its continued inclusion through six training classes. Positive aspects of this class were the commitment of the instructor to the concept of peer counseling and to the peer counselor trainees and the opportunity this class provided for interaction between trainees and the "regular" student body of the University. A negative aspect was the confusion it caused by the presentation of various group styles which were antithetical to the style being taught in CTCP and Field Experience.

2. Dropped class before seventh training class so new short course designed by Project staff could be taught and tested. *This short course, INTRODUCTION TO COUNSELING PRACTICE (3 clock hours) was specifically designed to meet the specialized skill needs of housewife peer counselors and is included as a replacement for both INTRODUCTION TO GUIDANCE and GROUP DYNAMICS.

TABLE 5 gives a graphic description of the hours and percent of total time allotted to each short course in the training program, to the two academic classes (now dropped) and to the training methods within each. Modifications, as described above, are reflected in the table.

TABLE 5

HOURS AND PERCENT OF TIME ALLOTTED TO CLASSES/TRAINING METHODS

Class	1 (n=6) Jan. 1976	2 (n=6) June 1976	3 (n=4) Aug. 1976	4 (n=6) Jan. 1977	5 (n=4) March 1977	6 (n=6) Aug. 1977	7 (n=7) Jan. 1978
Orientation/Testing							
Staff lecture	5	3	3	3	3	3	4
Orientation	3	2	1.5	1.5	1.5	1.5	1
Testing	4	3	3.5	3.5	2.5	2.5	2
Total Hours	12	8	8	8	8	8	7
Percent of Time	3%	2%	2%	2%	3%	2%	2%
Personal Growth							
Group experience	31	28	32	24	25	24	14.5
Total Hours	31	28	32	24	25	24	14.5
Percent of Time	9%	7%	8%	7%	8%	7%	4%
Introduction to Counseling and Group Processes							
Staff lecture	--	--	--	--	--	--	3
Total Hours	--	--	--	--	--	--	3
Percent of Time	--	--	--	--	--	--	1%
Communications Training and Counseling Procedures							
Individual peer counseling practice and critique	14	15	13	33	37	48	88
Peer group facilitation and critique	9	14	12	12	12	12	14
Study	8	8	8	8	8	8	8
Staff lecture/discussion	6	14	14	11	10	7	2
Consultant lecture	4	8	7	7	6	2	1
Audiotape lecture	--	--	--	--	--	--	1.5
Staff-led role play	--	2	2	--	--	--	--
Total Hours	41	61	56	71	73	77	114.5
Percent of Time	12%	16%	14%	22%	23%	23%	35%

Supervised Paraprofessional Counseling

Group facilitation	32	48	46	48	30	48	32
Individual peer counseling	16	16	15	12	15	12	44
Critique	16	21	21	16	15	17	18
Study	8	8	8	8	8	8	8
Total Hours	72	93	90	84	68	85	101
Percent of Time	20%	24%	22%	26%	22%	25%	31%

Life Cycle

Staff lecture	12	8	3	3	1	1	.5
Study	7	9	16	16	18	18	27.5
Test	1	1	1	1	1	1	2
Total Hours	20	18	20	20	20	20	30
Percent of Time	6%	5%	5%	6%	6%	6%	9%

Limits of Responsibility and Referral Procedures

Consultant lecture	5	2	2	2	4	4	3
Study	4	4	4	4	4	4	7
Staff lecture/discussion	1	2	2	6	5	2	2
Test/Conferences	2	3	3	3	3	6	7
Audiotape lecture	--	--	--	--	2	4	3
Total hours	12	11	11	15	18	20	20
Percent of Time	3%	3%	3%	5%	6%	6%	6%

Women In Perspective

Study	6	6	6	6	6	6	7.5
Consultant lecture	4	4	2	2	2	2	--
Videotape lecture	--	--	1	1	2	2	2.5
Staff-led discussion	--	--	1	1	1	1	2
Total Hours	10	10	10	10	11	11	12
Percent of Time	3%	3%	2%	3%	3%	3%	3%

Public Relations

Staff lecture/discussion	4	4	4.5	5	3	3	--
Field practice	2	2	2.5	2	3	2	2
Study	1	1	2	2	2	2	3
Critique of field practice	2	2	2	2	2	2	2
Audiotape lecture	--	--	--	--	--	2	3
Staff role play/interview	--	--	--	--	--	--	3
Total Hours	9	9	11	11	10	11	13
Percent of Time	2%	2%	2%	3%	3%	3%	4%

Conferences							
Progress evaluation	10	25	22	15	15	17	15
Total Hours	10	25	22	15	15	17	15
Percent of Time	3%	6%	5%	5%	5%	5%	5%
Audio-Visual Basics							
Independent study	4	4	4	4	4	4	--
Total Hours	4	4	4	4	4	4	--
Group Dynamics							
Class time	34	32	36	34	32	32	--
Study	34	32	36	34	32	32	--
Total Hours	68	64	72	68	64	64	--
Percent of Time	19%	16%	18%	21%	20%	19%	--
Introduction to Guidance and Counseling							
Class time	34	30	33	--	--	--	--
Study	34	30	33	--	--	--	--
Total Hours	68	60	66	--	--	--	--
Percent of Time	19%	15%	16%	--	--	--	--

The Core Courses

Two eight-week courses formed the core of the training program: Communications Training and Counseling Procedures (CTCP) and Supervised Paraprofessional Counseling (Field Experience). These were taught concurrently and involved trainees working, under supervision, with non-urban housewives from the Menomonie area. The courses were experientially and practically oriented, not unlike those in the training programs designed and described by Wahler et. al. (1972), Davidow et. al. (1969), Bush (1974) and others, which utilize applied skill training to increase the effectiveness of adult paraprofessionals. But unlike programs which utilize structured experiences in skill training, such as the Oakland program described in Waters, et. al. (1977), the Peer Counselor Project training program used very few structured experiences. Although the program did draw upon the model of Carkuff-Truax (1967) in articulating the requisites of effective therapeutic (helping) relationships, and upon Ivey's (1968, 1971) microcounseling schema in the presentation of skill training units, it was based primarily on the model of the effectively functioning CWA paraprofessional described by Morical (1973, a).

CTCP: Preparation

As a prerequisite to CTCP, trainees read approximately 100 pages in an assigned counseling text, participated in a staff-led discussion of the reading and attended a three-hour staff lecture on group processes and the counseling microskills. The microskills utilized in the training program were: attending behavior, open invitations, minimal encourages, expression of feelings, reflection of feelings, paraphrasing of content, summary of feelings and of content. They were introduced by staff in a brief lecture followed by modeling of incorrect and correct use of each. This was the only place in the entire training program where formal modeling was done by the staff. Since it was the belief of the staff that housewives have, for entirely too long, conducted their lives, from choice of dishwashing detergent to words used in an argument with one's husband, upon a model, each trainee was asked to develop her own style of peer counseling throughout her nine weeks' training. Informal modeling by staff was, of course, a natural by-product of this program where close daily personal interaction between staff and trainees was a given. The four members of the training staff, although working from the same theoretical base, provided a variety of personal styles from which this informal modeling could be exterpolated.

CTCP: Individual Peer Counseling Practice

After an initial exercise in direct mutual communication, trainees began a week in which they participated in individual peer counseling practice with one another. Trainees were encouraged to volunteer to be "peer counselor" or "client" because staff believed that it was important for housewives to learn to speak up and take responsibility for themselves and their own successes and failures. The necessity for staff to call upon someone to "take a turn" diminished rapidly and had usually disappeared completely by the end of the second week of training. Each trainee participated in an approximate fifteen-minute interview which was viewed by the other trainees and the trainer and was videotaped for immediate or subsequent playback, at trainer discretion. Role playing was strongly discouraged at all times. Trainee protestations that they had no "problems" so could not be a "client" were soon quieted by trainer suggestion that trainees simply talk about anything on their minds. It was not long before they saw that this provided them with ample material with which to work.

At the beginning of the third week, trainees began individual peer counseling practice with female volunteers from the community. Community women were phoned by a trainer and asked to volunteer two hours of their time to "just talk" with peer counselor trainees. Women were chosen to represent a broad cross-section of ages and styles of life but none was accepted who was currently in therapy, in emotional trauma or involved in serious personal or family problems. Staff- and self-screening on the part of all volunteers enabled this portion of the program to work smoothly. Volunteer counselees brought to the group concerns ranging from being an overtired housewife through having to put an aging parent in a nursing home--concerns which meshed perfectly with training program goals. Each volunteer worked with two or three trainees in fifteen-minute interviews separated by critique periods. Volunteers did not participate in the classroom critique but instead were asked to do an open-ended evaluation of the trainees with whom she had worked. Constant de-emphasis on the "problem" model (illness) and emphasis on "just talking" (wellness) was a major factor in helping trainees learn to work with the populations with whom they would work upon completion of the program.

CTCP: Group Self-Facilitation

Each Friday, from the second through the eighth weeks, trainees served as facilitators of self-growth groups made up of the other members of the training class. Again, trainees were asked to volunteer to facilitate. The only restrictions placed upon their free choice of time was that each should take a turn once during the first half of the program and once during the final half so that skill growth could more adequately be measured. A group process model designed for work with non-urban housewives (Morical, 1975) was used in this segment of training. Each group lasted exactly forty minutes. Trainees were evaluated on their ability to effect positive closure in this period of time but if closure was not accomplished, time was called by the trainer. Immediately following the group, a twenty minute trainer-led critique was held. It began with a self-critique on the part of the facilitator followed by written and oral input from group participants and trainer. In addition to this subjective evaluation, an objective method of evaluation was designed and utilized by the Research Analyst (Pershern and Morical, 1978). The Modification of the Flanders Interaction Analysis (APPENDIX I) was utilized in each training class to determine level of facilitator function. It provided an important adjunct to subjective evaluation.

Field Experience: Preparation

At the end of the first week, trainees were assigned to a two-hour weekly group or individual field experience and two one-hour visits to a nursing home. Two trainees were assigned to each group experience. Assignments were made on the basis of trainer observation of each trainee during the Personal Growth Experience and involved the following factors: 1) Potential of trainee for group or individual peer counseling 2) Probable work placement of trainee upon completion of training. Where possible, attempts were made to place trainees in field sites most like those agencies in which they hoped to work upon returning to their community. For example, a divorced trainee who hoped to work with other divorced women in her home community was placed in a like field experience group.

It was not always possible to match each trainee to an "ideal" placement but this did not prove to be counterproductive to her work. Trainee apprehension upon receiving field assignments was always high but was alleviated by trainer assurance that she would be under supervision at all times and would work on the basis of graduated responsibility.

Field Experience: Cooperating Agencies and Clients Served

Area sites used for Field Experience during the Project were: 1) a community women's center, 2) a Head Start parent-child center, 3) a community action agency, 4) a general hospital, 5) a nursing home and 6) private homes of clients of a Department of Social Services (APPENDIX J). All were within a thirty mile radius of the Peer Counselor Project headquarters. Initial contact with a cooperating facility was made by staff and, without exception, agencies were eager to participate. During this first contact, responsibilities and expectations of both the Peer Counselor Project and the agency were carefully spelled out. In general, these responsibilities were as follows:

Agency

1. Identification and recruitment of female clients to participate in group experience or individual peer counseling
2. Provision of room for group or individual experience
3. Provision of agency staff to assist trainees in group facilitation to free trainer for supervision
4. Agreement to allow Peer Counselor staff automony in the conduct of the peer counseling sessions
5. Agreement to provide liaison with Project staff, where appropriate

Project

1. Scheduling of all group and individual sessions within time lines set by agency; assurance that trainees/trainer would appear at scheduled time

2. Provision of constant supervision of trainees working with clients (except on prior arrangement with agency in which agency staff was to provide direct supervision [Department of Social Services])
3. Agreement to abide by all agency rules governing client/resident/patient care
4. Agreement to provide liaison with agency staff, where appropriate (this was seldom sought by the agencies)

The sites which proved to be optimal were those which had the following (prioritized) features:

1. Agency personnel supportive of concept of peer counseling
2. Female clients available for individual or group peer counseling
3. Agency personnel familiar with peer counseling model used with non-urban housewives and available, when needed, to co-facilitate groups with trainees so trainer could be free to supervise
4. Agency personnel cooperative in scheduling
5. Direct supervision possible by Project trainers rather than agency personnel
6. Clients regular in attendance
7. Clients not in current emotional trauma (on the few occasions where this could not be avoided, trainees were encouraged to overcome their initial apprehension and to utilize their knowledge of referral procedures, where appropriate)
8. Agency located near Project headquarters so daily schedule could be maintained
9. Agency able to provide comfortable, private on-site facilities for individual or group peer counseling (comfort proved the least important; trainees were flexible in working under less than ideal conditions)

Least desirable sites were those where the trainer had to assist in the group facilitation as well as supervise the trainees (community action agency), where irregular attendance on the part of clients prevented trainees from seeing the weekly growth that takes place in peer counseling (parent-child center), where agency personnel rather than Project trainer handled direct supervision (department of social services) and where agency routines and emergencies prevented the continuity and privacy needed for optimal peer counseling practice (hospital). The nursing home experience was considered so important that it was included in every training class. Trainees in this setting could practice one-to-one peer counseling skills as well as their ability to relate to the aged woman or the chronic patient. Additional clientele seen by trainees at other sites included: young mothers of pre-school aged children, middle-aged women attempting to establish new directions in life upon the loss of their parenting role, divorced women, low income women, single parents, female staff of community action agencies attempting to relate better to co-workers or to balance work and home responsibilities, pre- and post-surgical patients, women in the process of dying, women in the grieving process, women suffering emotional problems for whom referrals had to be made and social service clients exhibiting an array of personal and family concerns.

Field Experience: Practice and Critique

Trainees were expected to take greater responsibility each week for the conduct of each group or individual peer counseling experience. They began with relating to clients in an accepting manner, moved to active listening and needs identification and then to full use of peer counseling skills in the total responsibility for the session. Care was taken to assure that each trainee clearly understood the expectations placed on her for each session.

Immediately after each field experience, trainees evaluated themselves on a FIELD EXPERIENCE REPORT AND EVALUATION SHEET and, where possible, immediate brief feedback was given by the trainer. Formal critique periods were scheduled twice each week at which time trainees participated in a mock staffing conducted by the trainer for the entire training class. Use of the staffing model provided each trainee with a far broader view of the concerns of the non-urban woman than would otherwise have been possible as well as an example of what might be expected of her during an agency staffing. Confidentiality was stressed throughout; this was never a problem at any time during the life of the Project. During Field Experience staffing, each trainee critiqued her own performance as a peer counselor and received suggestions from her classmates as to how she could improve her effectiveness. This was followed by trainer critique. In cases where the supervisor was from the agency rather than from the Project, close contact was maintained with that supervisor. At the conclusion of each training class, participating clients were asked to fill out a PARTICIPANT FEEDBACK SHEET.

Training Schedule Calendars

The compaction of from 350 to 230 hours of training into nine weeks required a major effort on the part of staff. Much time was spent by the Technical Training Specialist prior to each training class in the scheduling of each training component and the preparation of the TRAINING SCHEDULE CALENDAR. These calendars were distributed to each member of the staff and each trainee at the beginning of each training class. It was explained to trainees that in a program as short as this one, an absence of even two hours could mean half of an entire short course would be missed. For that reason, each trainee was urged to attend each class, to keep her calendar with her at all times and to refer to it frequently. It was further explained that every course would begin on the minute designated and that absence or lateness on the part of staff, guest lecturers or trainees should be avoided except in the case of emergency. Course content was to be taped for absent/late trainees only on agreement by the remainder of her class. As a result of this frank explanation of staff position, the use of calendars, the cooperation of staff members and consultants, and the commitment level of the trainees, there were only four half-day absences among the thirty-nine trainees during the entire seven training classes. These were caused by illness in three cases and a family death in another. In each case, the trainee was back at work within the next twenty-four hours. During the entire Project there were only two instances of a trainee being late to a class, both because of being snowed in during a blizzard.

Journals

Personal growth was a goal and reported outcome of the training program. Personal journal-keeping was one of the tools to growth required of all trainees. This was begun during the Personal Growth Experience of the first week but as that gave way to skill training, trainees were asked to continue to use their journals as a means to further growth. Each trainee was urged to use her journal to process for herself what she was thinking and feeling during the nine weeks' training. Journals were turned in and read by staff each week as a means by which to keep informed on how training was affecting each trainee. Journals were never critiqued. However, if a trainee's journal indicated she was troubled, this was dealt with during weekly conferences.

EVALUATION DESIGN

The model in FIGURE 2 depicts the relationship between the training program and the evaluation system which were designed and utilized by the Peer Counselor Project. At the time of the program design:

1. It had been shown that there was a need for women trained in the skills necessary to provide non-threatening, appropriate, accessible help to meet the preventive and intermediate mental health needs of non-urban housewives.
2. It had been shown that non-urban communities have a number of housewives with the potential to help meet these needs. With appropriate training, these housewives could provide the peer counseling assistance needed. These housewives provide the opportunity to resolve the need.

The Peer Counselor training program was based on this need for peer counseling assistance and this opportunity to provide peers with the skills necessary to satisfy that need. Hence, the evaluation plan was designed to determine: 1) if the program is valid; 2) if it provides the skills described in the objectives, and 3) if it helps to resolve the need for intermediate mental health services for non-urban housewives. In brief, the logic underlying the evaluation is to determine the degree to which trainees have acquired the competencies identified in the PEER COUNSELING TASK ANALYSIS and the extent to which these competencies are later used in their peer counseling employment.

The following is a narrative of the evaluation plan set up in November, 1975, for use during the entire Project period:

Attainment of the behavioral objectives will be measured by observation of trainee performance in practice and field experience; from self-reports;

from peer evaluation; by means of written in-class tests, reaction papers and other instruments designated on the BEHAVIORAL OBJECTIVES, CRITERION BEHAVIORS and EVALUATION PROCEDURES.

Application of the task competencies in peer counseling employment after training will be assessed through a task analysis of the jobs held by trained peer counselors. Both peer counselors and their employers will provide information on the competencies required for the job. Additionally, each will be given the opportunity to comment further--during a site visit, by letter, by phone or during an In-Service--regarding the strengths and weaknesses of the training program. All of these follow-up data (feedback loop), along with information on jobs held by and jobs available to trained peer counselors, will be used to revise the training program throughout the Project's life.

TABLE 6 presents a decision table for use in jointly analyzing the in-program evaluation results and the follow-up data. As indicated in the table, if trainees have attained an objective and perform related tasks on the job satisfactorily, the objective will be judged to be valid. If they have achieved the objective but cannot then do the task, the validity of the objective will be in doubt and a further analysis will have to be done. When performance measures during the program indicate that an objective has not been achieved, it will not be possible to judge the validity of that objective if the trainee performs unsatisfactorily on the job. However, if the trainee can carry out her peer counseling tasks without having achieved the related objective(s), the validity of those objective(s) will be in question.

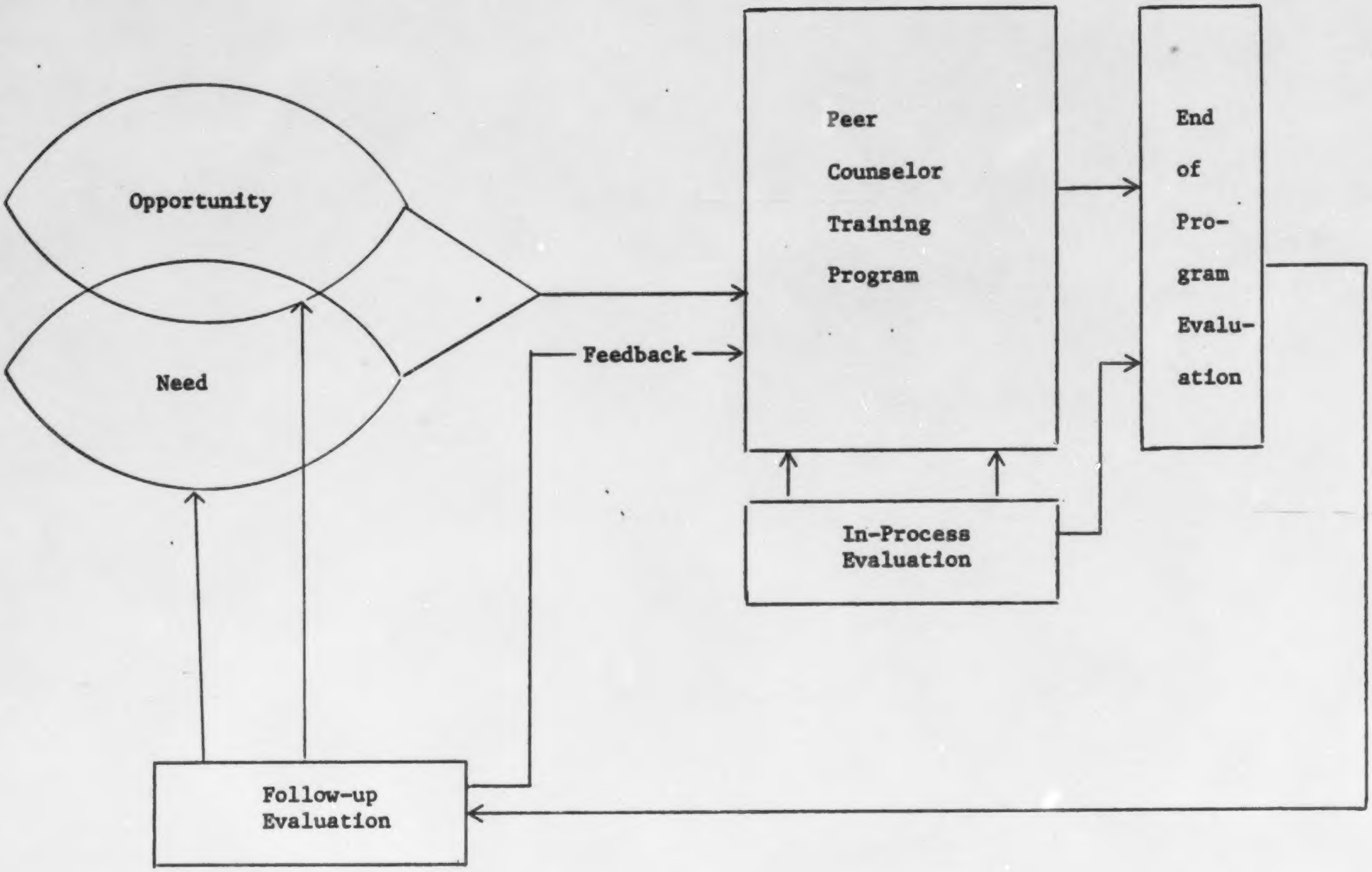
After the completion of the training program, peer counselors will record the types of tasks they do in their work. These reports will be submitted during In-Service and reviewed by Project staff. Trainees and employers will be asked to rate the level of skill a peer counselor exhibits on each task and to note the strengths and weaknesses of the peer counselor on each. Peer counselors will be asked to record critical incidents in which they lacked the skill to cope with situations confronting them. Participants/clients in peer counseling sessions conducted by trained peer counselors will be asked to evaluate the quality and value of the service received from the peer counselor. Their comments and suggestions will be invited. These follow-up data are to be analyzed to determine whether the program has effectively helped resolve some of the preventive and intermediate mental health needs of non-urban housewives.

During and after the training program, data will be collected as to the effectiveness of the learning activities employed. Trainee reactions and observations will be collected by means of a written evaluation instrument and personal feedback during In-Service days. A continuing analysis of placement data and potential work placements for trained peer counselors will be an ongoing feature of the program.

A graphic summary of the data collection schedule is given in FIGURE 3.

Data collection was continuous and followed a prescribed schedule developed

FIGURE 2


Opportunity
Need
Peer Counselor Training Program
End of Pro- gram Evalu- ation
Feedback
In-Process Evaluation
Follow-up Evaluation

Program Development and Evaluation Model

TABLE 6

Decision Table for Evaluating Program Effectiveness

Level of Performance of Job Tasks Related to the Objective	Training Program Results	
	Objective Achieved	Objective Not Achieved
Satisfactory	Valid learning experiences Valid objective	Validity of objective is questionable
Unsatisfactory	Check criterion level of behaviors, types of behaviors and scope of competencies needed to do the tasks.	Refine learning experiences to achieve objective.

FIGURE 3

FIGURE Data Collection Schedule for Evaluation

Pre-test data collected during first session for developing each competency	Process data collected to determine effectiveness of learning activities	Post Eval. TERMINAL SKILLS	Counselors collect reactions from counselees	FOLLOW-UP Project Initiated to Trainees and Employers Trainee Initiated
TRAINING PROGRAM IN SESSION		END OF TRAINING PROGRAM		ONE YEAR LATER

during the initial phase of the project. Report dates were established to make data available for staff decision-making/program revision. Data collected during the first year of the Project provided a baseline for analyzing and evaluating results during years 02 and 03. All data were processed by CREI, with chargeback to grant funds.

Following the design of the basic evaluation system, the Project Director, Technical Training Specialist and Research Analyst began work on the development of a variety of instruments which could be used for in-program and post-program evaluation.

Evaluation Scale

Use of a five point Evaluation Scale had previously been determined and implemented by one of the Project's research and curriculum consultants and was used in all of the Project's evaluation instrumentation:

5 - Performs with more than acceptable quality and with initiative and adaptability, without supervision.
4 - Performs with more than acceptable quality, without supervision.
3 - Performs satisfactorily, without direct supervision.
2 - Performs satisfactorily in part, with some supervision.
1 - In progress, under supervision.
0 - Cannot perform/has not attempted or progressed, at this time.

Instrumentation

The following instruments were developed by the Project staff:

For use for in-program evaluation:

1. PEER COUNSELING TASK ANALYSIS: Identifies twenty-four Component Tasks and six Task Clusters needed to be an effective peer counselor to non-urban housewives. (Used at Final Conference)

2. BEHAVIORAL OBJECTIVES, CRITERION BEHAVIORS AND EVALUATION PROCEDURES (BOCBEP): Describes in detail the Behavioral Objectives required to meet the peer counselor task competencies; the Criterion Behaviors required to meet the objectives, and the evaluation procedures to be used to determine whether objectives are achieved. (Given to trainees; used at Weekly Conferences)

3. TRAINEE EVALUATION RECORD: Worksheet to be used by staff during weekly and final trainee evaluation to record level at which trainee is functioning on each Criterion Behavior and progress she is making toward the objective behavior outlined. Performance at Level 3 (satisfactory) or above on all criterion behaviors is evidence that the desired behavior has been attained. (Used during Weekly Conference)

4. CONFERENCE REPORT: Worksheet for use by staff before and after weekly trainee conference to note observations regarding trainee progress and concerns expressed by trainee during her conference or in her journal.

5. Evaluation instruments were also designed for use in each short course. (See TRAINING PROGRAM)

For use in post-program evaluation:

1. FINAL PROGRAM EVALUATION: Lists every experience component of the training program in which trainee participated and asks trainee to rate each as to the value it held for her. (Sent to each trainee one month and one year after completion of her nine weeks' training.)

2. PEER COUNSELOR TASK COMPETENCIES EVALUATION: Lists the twenty-four Component Tasks from the PEER COUNSELING TASK ANALYSIS and asks employer and peer counselor to evaluate the peer counselor on her performance of each of the tasks. (Mailed to each employed peer counselor and to her employer three times during her first year of employment as a peer counselor.)

3. CRITICAL INCIDENTS RECORD: Worksheets used by staff at each In-Service to record any incidents in which a peer counselor felt she lacked the skill to cope with a situation, additional training she felt she needed, or changes which she would like to see made in the training program. This was recorded in brief statement form. (Used at each In-Service; each peer counselor had three opportunities to respond.)

Three other ingredients in the in-program evaluation system were the Weekly Staffings, the Weekly Progress Conference and the Final Progress Conference.

Weekly Staffings

Once each week, training staff members would meet for two hours to discuss the progress of each trainee. Each staff member would share her observations, based on daily evaluation done within each training component for which she was responsible. Use was made of supporting anecdotal material. Early during the final week of training, a day-long staffing was held to conduct the final evaluation of each trainee and to complete her Final Conference report.

Weekly Progress Conference

Once each week during each training class, a period of time ranging from twenty to thirty minutes was set aside during which each trainee was assigned to meet with a member of the staff to discuss her progress in training. Staff were rotated weekly so that trainees could interact with each. The BOCBEP and the TRAINEE EVALUATION RECORD were the bases on which these conferences were designed: the staff member was to go over each section of the BOCBEP with the trainee, allowing the trainee to participate in a concensual decision regarding the level at which the trainee was currently functioning. Actually, little "decision-making" had to be done since the trainee had just come from a week in which her every training behavior had been monitored, critiqued and evaluated. Because of the ongoing nature of the entire evaluation system, there were few surprises regarding training at the weekly conferences. On the rare occasion when a trainee would seriously disagree with staff evaluation, staff decision would supercede. Performance ratings were always marked by staff in pencil with the reiteration of their impermanence and amenability to change.

Final Conference

Near the end of the final week of training, each trainee participated in a twenty-minute Final Conference with all members of the training staff present. At this time, staff went over the PEER COUNSELING TASK ANALYSIS SHEET with each trainee and told her what her final performance rating was on each of the tasks. Again, there were few surprises because the Final Report was part of the evaluation continuum. Training staff also prepared a summary paragraph on each trainee regarding their perception of her ability as a peer counselor, along with suggestions for her continued growth. This was typed onto the trainee's copy of the PEER COUNSELING TASKS ANALYSIS SHEET and, with her final ratings, became a part of her Final Report. A copy of each Final Report was retained by the Project and proved useful to staff in writing subsequent employment references for peer counselors.

EFFECTS OF PROGRAM ON TRAINEES

During the final three months of the Project period, staff visited thirty trained peer counselors in their homes or places of employment. Two staff over a period of one hour, used standardized questions to interview each peer counselor; answers were audiotaped. The following section will summarize the remarks concerning peer counselors' personal lives; work related comments will be reported in EMPLOYMENT OF TRAINEES.

In answer to an open-ended question, twenty-five of the thirty women said they were "a different person now than when peer counselor training began." The most frequently-mentioned areas of difference were: increased self-confidence, increased awareness of self and others, and ability to be more assertive. The five women who said they were not "a different person" each said that she had, at some earlier point in life, gone through a period of personal assessment or crisis which had resulted in increased self-awareness, growth and the ability to be assertive.

All thirty women interviewed said that the training program had an effect on them as a woman and in their relationships to their husbands (if married), their child or children, their friends and to the world in general. In each of these areas of their lives there was an overriding theme which came out of the interviews:

1. As a woman: Awareness of the sisterhood of women; the commonality of women's needs
2. With husband: Greatly improved ability to communicate; ability to express honest emotions and not "gloss over" situations

3. With children: Greatly increased ability to allow them to be themselves: more openness to their lifestyles; less need to (s)mother; sense of pride on part of children that "mother is doing something worthwhile"

4. With friends: Much upheaval; re-evaluation of what constitutes friendship; some jettisoning of old relationships which couldn't stand strain of growth; some loneliness; breaking through to new friends and experiences

5. With world: Much more awareness of potential "out there" but also of the problems and the long way to go before they are "solved"; greater awareness of systems and of being a part of them; more interest in being "involved"

All but one of the thirty women had built a support system for herself of friends, family or other peer counselors. Desire for further training in counseling centered largely on short-term workshops and seminars in specific subject areas rather than on long-term training or degree programs. One woman had begun a master's degree program in counseling and a second hoped to begin one "soon."

Acceptance of Counseling/Therapy For Self

Nineteen of the thirty-nine women trained had been in some type of counseling/therapy at some time in their lives prior to entering the Peer Counselor training program. All were honest about this on their application forms, but several minimized current participation in therapy or current life stress during their interviews. Staff consistently emphasized, during the interview process, the stringent nature of the training program and the necessity on the part of trainees to be "at a good place" in their own lives at the time of training because of the physical and emotional demands intrinsic in it.

During and immediately after their training, eleven women decided either on their own initiative or at staff referral, to begin or to continue counseling/therapy. Only one of these women sought counseling to work on concerns generated by the training itself. For the remaining ten, long-standing personal and family concerns surfaced during the weeks of self-growth and -examination. Of these, two were referred by staff for therapy and asked to refrain from seeking peer counseling employment until a joint decision could be made by their therapist, Project staff and themselves as to the appropriateness of such employment for them. Two more were referred for therapy by staff but permitted to seek peer counseling employment, which both did. The remaining six women were in counseling/therapy for periods ranging from one visit to several months. All of these sought and obtained peer counseling employment and each reported being "at a better place" in her life than before the training program.

EFFECTS OF PROGRAM ON STAFF

Groundwork done in the field of counseling with non-urban housewives prior to the start of the Project period, together with a carefully designed training and evaluation system, made possible the minimum number of program modifications outlined in this Report. Final evaluation did not suggest any further modifications in this regard. However, one major area of concern did emerge during the Project period and, since it impacted heavily on various aspects of the Project, will be commented on here:

An early staff assumption was that the stringent screening process would prevent entry into the program of individuals whose current personal concerns were of a degree to interfere with their training, and that interaction between staff and trainees could center on common training goals. This did not prove to be true. Despite their prior experience with teaching and counselor education, staff members greatly underestimated the amount of time needed to deal with personal concerns of trainees. As indicated above, the majority of these trainee concerns involved old hurts, angers and frustrations rekindled by the interpersonal intensity and frankly demanding nature of the training program.

During the first four training classes, the Project Director and Technical Training Specialist, as the only two members of the training staff, spent much time in response to these concerns. Often much of a Weekly Conference would be given over to a discussion of them, and time was provided by staff for additional conferences at the request of individual trainees. Although trainee evaluation of staff was excellent for this period of time, it became apparent to the staff involved that their own personal stamina would not permit them to conduct their Project duties if they were to continue this counseling load. Evaluation of the situation resulted in hiring first one and then a second training specialist to teach the short courses and conduct the Weekly Conferences. This was done, in part, at the expense of losing the Project's research analyst position.

Final Modifications

As the final program package was being assembled for use by the last training class, the Weekly Conferences were re-designed to be used solely for discussion of training progress. Trainees with personal concerns, whether program-related or not, were immediately referred to the two staff not directly involved in training. Trainees who participated in this system gave it a slightly lower rating than those trainees who had participated in the earlier system had given that, perhaps for the same reasons that students prefer to discuss problems directly with their classroom teachers rather than being "sent" to the counselor. However, from the staff's viewpoint, this was the only realistic decision to be made if the work of the Project was to continue.

EMPLOYMENT OF TRAINEES

The first class of trained housewife peer counselors were released in March 1976 to a world of work in which few agencies had "peer counselor" as a line item in their budgets. Developing work sites was a major task of Project staff throughout the Project period, and selling one's capabilities and being creative about showing what one could do as a peer counselor was a major task of women trained in the program.

Initial visits were made by staff during the fall of 1975 to a variety of potential work sites--nursing homes, hospitals, funeral homes, churches, mental health clinics--throughout west central Wisconsin. Response was uniformly one of interest but caution. Knowledge by agency personnel of prior work done in counseling non-urban women by the Project Director was somewhat helpful as an initial "door-opener." At the conclusion of the first training class, site visits to potential employers in the home communities of the trainees were made by staff. During this series of visits, the staff encountered the only negative reaction it has ever received from a mental health professional: a psychiatrist on the staff of a large hospital termed the program "simplistic" and challenged staff to prove that "peer counselors have ever prevented any housewife from having any mental health problem." All other persons contacted during this series of visits were interested and helpful, but none was able to offer immediate employment to a peer counselor because there was "no money in the budget." Within three months, however, five of the six women from the first class were employed. One, who had been a VISTA for a community action agency, returned and was hired in their Home Management Department as a peer counselor; she was later promoted to a full-time member of the agency's counseling staff. A second received a small grant from a church to do bedside counseling in a local nursing home. When this grant ran out, she had established her credibility as a peer counselor to the point where she was able to apply for and get a peer counseling position with the Department of Social Services. She was the first peer counselor to break through the "M.S.W.-only barrier"; two more were subsequently hired by the same Department. A third woman, following a site visit by Project staff, presented a proposal to her county board for funding for the offering of emotional support groups for low income women; funding was approved. She conducted these groups with the professional support of a local mental health clinic and a home extension agent for whom she had previously worked. Later she took full-time employment as a peer counselor-aide in a mental health facility. The fourth and fifth members of the class were hired by a women's center as a peer counselor and drop-in center coordinator, respectively; they remained in these positions and became respected members of the helping services in the Menomonie area. The sixth member of the class had a more difficult time finding employment; she was later hired as a patient librarian in a large hospital.

Interest in hiring peer counselors grew in direct relation to: 1) the number of peer counselors trained and working in the field, 2) the number of site visits made by staff to a given area and 3) the increased movement in this country to embrace paraprofessionals in the delivery of mental health services. Hiring occurred slowly at first--an average of nine months between completion of training and finding a job--but showed a steady increase during the final year of the Project. Most women could have had immediate employment had they been willing to accept volunteer work, but none succumbed to that "temptation."

Agencies which showed a high interest in hiring trained housewife peer counselors were:

1. Agencies serving low income women
2. Agencies who have, in effect, "given up" on trying to relate to the housewife whose concerns do not lend themselves to traditional application of M.S.W. skills, and who seek trained peer counselors to relate to these women one-to-one or to provide self-sufficiency groups for them
3. Women's centers or other agencies suddenly deluged with any "new" sub-groups (e.g. battered women, single parents, widows, divorced women) for whom they have no established mental health delivery system

Social service agencies were slow to show an interest in hiring peer counselors with the exception of one which hired three. Reasons cited were lack of funds, but it is the staff's belief that despite its attempts at explanation, few Social Service directors were aware of the needs which could be met by peer counselors. In some cases, it appeared they were not aware that such needs exist. A few unsuccessful attempts to interest hospitals and nursing homes in the paid services of a peer counselor were made. Response of administration was one of interest and agreement of need but reiteration of the fact that "work of that nature has been and will continue to be done by volunteers."

The biggest barrier to the full and immediate employment of all trained peer counselors was lack of funding. Smaller, but significant barriers were: 1) lack of understanding on the part of agency administration as to what is meant by the "little" needs of the non-urban housewife and 2) the rural tradition of the housewife-as-volunteer. However, during the final six months of the Project an almost palpable turnaround was experienced by staff as they moved from the time when their major task was selling and promotion to the period of time during the spring of 1978 when mental health professionals and agency personnel from throughout the state and nation began contacting them for information and consultation. Interest in work of the Project was received in letters from all parts of Wisconsin and sixteen other states.

Employment Obtained By Peer Counselors

As of June 30, 1978, twenty-nine trained peer counselors had obtained a total of thirty peer counseling jobs. Locations of the jobs were:

Women's centers	6
Community Action agencies	5
Vocational-Technical-Adult Education schools	4
Departments of Social Services	3
Church-sponsored offerings for women	3
Lutheran Social Services	3
Health care centers	2
Chemical dependency services	1
Other	3

Of the jobs obtained, twenty-four were part-time. This was satisfactory for the individuals involved because of their home and family obligations. Salaries were for the most part negotiated at the time of employment. They ranged from $3.09 per hour for a woman employed as a family planning counselor by a community action agency to $9996 a year for a woman serving as a manpower counselor with another community action agency. Employment and salaries obtained by peer counselors are shown in APPENDIX K.

Effects of Training On Employment

During the final three months of the Project, staff interviewed thirty trained peer counselors in their homes or places of employment; of these, twenty-three were employed as peer counselors and seven were not. The following standardized questions were put to each, audiotaped and tabulated. The responses follow:

1. Did your training in the Peer Counselor Project make any difference when you applied for your job?

   Yes 20 No 3 NA 7

2. Are you putting your peer counseling skills to use?

   Yes 23 No 0 NA 7

3. Have you felt a lasting effect from your training?

   Yes 30 No 0 NA 0

4. Did your initial enthusiasm last after you returned to your community?

   Yes 30 No 0 NA 0

5. Have you been accepted into your community as a peer counselor?

   Yes 23 No 3 NA 4

6. Have your friends and relatives come to you for counseling?

   Yes 19 No 11 NA 0

   (This was discouraged by staff during training. When asked how they handled it, peer counselors replied that they listened to the concerns of the person and then tried to encourage them to accept a referral elsewhere.)

7. Are you making a difference in the lives of the women with whom you work?

   Yes 23 No 0 NA 7

8. Do you consider yourself an effective peer counselor (one word answer)?

   Yes 27 (includes four not employed as peer counselors)

   No 3 (all unemployed)

9. If you had it to do over again, would you apply for training in the Peer Counselor Project?

Yes 30 No 0 NA 0

FINAL EVALUATION OF EMPLOYED PEER COUNSELORS

Final evaluation of employed peer counselors was based on results of the PEER COUNSELOR TASK COMPETENCIES EVALUATION forms filled out by both employed peer counselors and their employers, site visits with employers, and site visits with clients of employed peer counselors. This section will report on those results.

Written Evaluation by Peer Counselors and Employers

As shown above, in EVALUATION, the logic underlying the evaluation of the training program is a determination of the degree to which trainees acquired the competencies identified in the PEER COUNSELING TASK ANALYSIS and the extent to which these competencies were later used in their peer counseling employment. To this end, fifty-six copies of the PEER COUNSELING TASK COMPETENCIES EVALUATION were mailed to employers and fifty-six copies to employed peer counselors. The results showed that the training program met its goals and is valid.

Results of the written evaluation, shown on APPENDIX L, were that each competency was rated as being utilized by 70% or more of the employers with the exception of "Write announcements for publication" which was thought to be utilized by peer counselors by only 57% of their employers. The skill which employers thought peer counselors used most was "Establish a working relationship with professionals in community agencies." (Parenthetically, there was not one reported instance of resentment toward peer counselors on the part of professional co-workers. This may be attributable, in part, to the fact that the short course in Public and Agency Relations taught trainees how to work cooperatively with mental health professionals.)

Peer counselors tended to rate themselves as using task competencies much more frequently than did their employers; 84% or more of the peer counselors rated each competency as being utilized, with the exception of "Conduct individual peer counseling session" which was thought to be utilized by 74% of the peer counselors. The reason for this difference, according to staff observation, is that employers tended not to be aware of all the peer counseling task competencies that were really being used. For example, one woman, employed under the job title of "receptionist" in a large church (although hired because of her peer counselor training), spent a large proportion of her time doing informal peer counseling with women members of the church when they stopped by or phoned the church on other matters. In one such case, a newly-divorced woman phoned the church to ask a quick question but soon was able to share with the peer counselor (receptionist) the loneliness she felt at being by herself on her birthday. She later referred to the peer counselor (receptionist) as having been a real source of support to her. The employer, however, did not consider this peer counseling since it was done informally and "from the front office" rather than by a member of the professional staff.

Regarding skill performance, results showed that the majority of employers and peer counselors felt they were performing their duties at Level 3 (satisfactory) or above. Employers consistently gave higher performance ratings to their employees than the peer counselors gave themselves. It is suggested that this is because peer counselors, as a result of their training, were more aware of the "right way" to perform a task and expected more of themselves than did their employers.

The one exception to this observation was the one that showed that while 100% of the peer counselors said they applied the ethical code of conduct to their work 100% of the time at Level 3 (satisfactory) or above, only 78% of the employers felt the peer counselors were applying the ethical code of conduct in their work and, of these, only 74% were doing it at a satisfactory level. This discrepancy was pursued with employers by staff during final site visits but none remembered why s/he had given the lower rating and none saw any problems in that area "at this time."

Employer Evaluation of Peer Counselors

During the final three months of the Project, fourteen employers were interviewed in their offices by Project staff over a period of one-half hour each. The overall response was one of satisfaction with the work being done by the peer counselor employed by them. It was apparent that none of the employers had known anything about the Peer Counselor Project before they had hired a peer counselor and, further, that none knew much more about it at the time of the interview. Their interest was not in the concept of peer counseling so much as in what a peer counselor could do for their organization. On the other hand, the quality of the peer counselors' training was mentioned repeatedly by employers as a determining factor in their initial decision to hire and in the skill ratings subsequently given to peer counselors. The following standardized questions were asked and responses collected:

1. What factors determined your decision to hire the peer counselor now with your organization?

   Summary: Nine out of fourteen said it was on the basis of the quality and type of training in the Peer Counselor

Project ("solid background", "an experience of awareness", "special understanding of people", "the rural outreach component", "concept seemed perfect for our organization"); other qualities mentioned were ability to handle own life experiences well and having a personality with which people feel at ease

2. Did her peer counselor training have any effect on your decision to hire her?

   Yes 12   No 0

3. What were your expectations of what a peer counselor could offer your agency?

   Summary: Supportive services and innovative service delivery to elderly women, young families, young housewives, young mothers who have not been adequately nutured; setting up trust relationships with agency clients; providing insights into daily problems for both clients and staff; providing a role model to housewife clients; sensitivity to real needs of persons; counseling with women in a non-threatening way

4. Have these expectations been realized?

   Yes 12 (Of these, several said they were exceeded)

   No 2 (One because the peer counselor did not do a good job of reporting back to supporting agency; the second because the person had let herself become too involved with clients and suffered burnout)

5. Would you look favorably upon hiring another peer counselor?

   Yes 12   No 2

Comments from three employers:

"When I first heard of housewife peer counselors, I thought it was just an expanding network of women reaching women. I had no idea of the professionalism involved."

"The young mother of today is in need of a support system; she is in a particularly precarious position...more is expected of her... physicians have noted this...I hired (peer counselor) to provide a supportive, preventive service to young mothers."

"Frankly, the M.S.W.'s I've been interviewing aren't old enough or experienced enough to understand what some of these clients are experiencing...I would look very favorably on hiring (housewife) peer counselors who are mature enough to speak to those needs and develop some offerings for that clientele."

Client Evaluation of Peer Counselors

During the final three months of the Project, staff traveled to the home communities of thirty peer counselors and conducted fifteen-minute interviews with thirty-four of the clients who had participated in individual peer counseling sessions or self-growth groups facilitated by the peer counselors. These thirty-four clients each participated in a standardized interview which opened with a staff member asking for a brief description of the reasons each woman had gone to the initial individual or group peer counseling session. Their answers fell into the following categories, with considerable overlap:

Tired housewife syndrome	6
Need to set goals, "make sense of my life"	6
Concerns associated with low income	5
Divorce-related concerns	5
Depression	3
Psychotic history (sent on referral)	3
Stress	2
Death and grieving	2
New to community; feeling alone	2
Concerns related to widowhood	2
Concerns related to being a single parent	2
Empty nest syndrome	1
Concerns associated with being unemployed Indian	1
Teen-aged child with drug problems	1
Need to diffuse anger, alienation	1
Loneliness of aging	1
Need for nurturance	1

Following this, each client was given a PARTICIPANT FEEDBACK SHEET to fill out and then was asked if she had any further comments to make. Each talked spontaneously for from three to ten minutes each. Ratings on all sheets were at Levels 4 or 5 (above average or superior) and no client had anything negative to say about any peer counselor. The positive response from all thirty-four clients was overwhelming in its intensity, its positiveness, and its reinforcement that Project goals had been on target. The words that were repeated over and over throughout the interviews supplied this composite picture of the housewife peer counselor:

> A woman who is well-trained, knows her job; is open, caring and warm; is like a real friend; is an island of stability and a source of confidence; one who can understand almost immediately because "she has been there"; makes other women feel good about themselves and helps them grow to full potential; is non-judgmental; draws people out because she is genuinely interested in them; has patience; goes the extra mile; is available at any time for support; can accept any thought or feeling without shock or censure; open to her own feelings; is human and admits it if she does not have answers

Twenty-nine of the clients commented on the fact that the peer counselor was more like a friend than a counselor; six said they felt "put-down" or not understood by their professional counselors/psychiatrists but never by the peer counselor.

> "I looked at her as just a counselor at first but when she became my friend it was even better. I felt more comfortable with her than with the (counseling center) because I can be myself with her. I felt like she was a friend, not lowering herself to take care of me like my other counselor did. She had a genuine interest in me. She helped me be myself and I couldn't have done that alone."

> "My (male) counselor used to argue with me that I had better shape up. I used to hate to keep my appointments with him. With (peer counselor) I look forward to group because she has great concern for all of us. She doesn't molly-coddle us; I've had my ears pinned back a few times. But then she points out choices for us and we feel kind of challenged because we feel accepted and know she cares. We know she's been there, too."

The quality of training was cited by many. This is a composite of those remarks:

> "She was well-prepared...She seemed to have had lots of training and was well-organized...Because of the way she facilitated the group we were all able to relate to one

> another even though there was a big difference in our ages...Everyone had a chance to talk; if someone was hurting, she knew how to draw them out so they didn't get lost in the crowd...I was never afraid to say anything because I know I wouldn't get put down."

Heavy emphasis was placed on peer counselors' ability to bring out the best in a person and to facilitate her growth because of the peer counselor's attitude of warmth, caring and acceptance:

> "She is tops. She helped me to help myself. A whole new door opened up and life is turning around for me. She helped me to accept myself--shortcomings and all. She made me feel comfortable to be myself because she accepted me."

The ability of a peer counselor to reach clients who could not be reached by professional staff was described by several members of agency staffs. The following comments were made by an unmarried female social worker in her 20's about a sixty-six year old peer counselor with whom she does in-home visitation for an agency:

> "She tunes in to the children better than I do. She knows what babies should be doing at certain ages. Her mother image helps her to reach the mothers; they won't take criticism from me because I'm about their age and I'm the 'authority figure.' People will confide in (peer counselor) because she is non-threatening. (What's even better) is that she gets clients to accept us professionals because of the trust relationship she has built up."

The quality of "having-been-there-ness" was cited by almost all of the clients. One woman who had experienced the death of her four-year old child, made the following comments about the peer counselor with whom she had worked:

> "I couldn't have gotten through this without (peer counselor). I had worked constantly and didn't grieve. I thought I was going to have a breakdown...lose my mind. But she helped me through. She was human...she was a wife, mother, woman. She could understand."

OVERALL FINDINGS

On the basis of evaluation of all data cited in this Report, the following statements can be made about the training program developed by the Peer Counselor Project/Women Helping Women:

1. Screening by means of a standardized personal interview with two members of the training staff and evaluation of profiles from the Personal Orientation Inventory (POI) are the most valid indicators of success as a trainee in this program.
2. Selected non-urban housewives are willing to devote nine weeks of their time to training without taking any time off.
3. The training program is valid.
4. The training program does provide the task competencies needed by a housewife peer counselor.
5. Selected non-urban housewives can be trained to be effective paraprofessional peer counselors in this training program.
6. Selected non-urban housewives trained in this program have been hired for paid employment as peer counselors by agencies throughout Wisconsin in a variety of appropriate job settings.
7. Selected non-urban housewives trained in this program are helping to meet the preventive and intermediate mental health needs of non-urban housewives set forth in the RATIONALE in this Report.

ISSUES AND QUESTIONS

The following issues and questions were raised by the Project and will be summarized briefly here:

1. Are agency administrators willing to provide the flexibility needed so that housewife peer counselors can reach the population they are trained to serve?

Discussion Summary: One of the most important lessons learned by Project staff during its final site visits was that some of the most effective peer counseling was done in unlikely places: on the phone, over coffee in someone's kitchen or while the peer counselor was ostensibly working as a secretary or receptionist. Some of the most positive client ratings and responses came from women who had contact with peer counselors in these settings. The model of face-to-face counseling over a desk in a room behind a closed door with a name on it is one which is antithetical to the concept of housewife peer counseling. As has been shown in this Report, few of the members of the target population reach an office and, if they do, they are probably in need of professional help rather than peer counseling. Housewife peer counseling, if it is to be effective, must take place where the client *is*, not only philosophically but geographically. There must be no implicit hierarchy based upon whether a peer counselor does her work in the offices of a social service agency or in the barn of a client or while she is answering the telephone in a rural church.

This suggests to the Peer Counselor Project staff that another use could be made of the training program: It could be used to train women already employed--as receptionists in medical clinics, as beauticians, as clerks in certain stores where women congregate--in jobs which bring them in daily contact with other women. The training program is designed so that appropriate segments could be taught to this population. Both peer counselors and employers must eradicate the traditional counseling model from their minds if housewife peer counseling is to reach the population it is designed to serve.

2. Will peer counselors and their employers be willing to abide by the limits of responsibility of a peer counselor?

   Discussion Summary: Because this was emphasized so strongly in the training program, no reported instance of abuse ever reached the Project staff. Nevertheless, the potential of such abuse exists for those peer counselors in the future, and their employers, who attempt counseling duties which exceed the limits of a peer counselor's competence.

3. Will trainees make the same commitment to their training in other locations as did those who were a part of the innovative Peer Counselor Project?

   Discussion Summary: There was, admittedly, a certain esprit de corps that went with being one of the few housewives of Wisconsin chosen to participate in a federally-funded experimental program. Working with the staff who had developed the program also had its energizing effect. Will this same enthusiasm be generated by trainers "once or twice removed"? Without this trainer enthusiasm and desire to succeed because of professional ownership, will trainees continue to make the same commitment?

4. Can women with little or no experience in the mental health delivery system sustain their initial commitment to peer counseling in the face of initial unemployment, professional disinterest and geographic isolation from other housewife peer counselors?

Discussion Summary: Although follow-up interviews by staff showed a sustained commitment to peer counseling on the part of trained housewife peer counselors, it is apparent that the "training spirit", buoyed daily by five or six other trainees and an enthusiastic staff, is more difficult to maintain once a peer counselor has returned to her home community. Although the Public Relations course in this training program includes information on how a peer counselor can "sell" her skills to a potential employer, it appears that the absence of experience in the assertive style required to move within systems could be a distinct handicap to housewife peer counselors. A review of the situation after a year or two will be necessary to see whether housewife peer counselors have been able to maintain their places in the mental health delivery system if their initial jobs are terminated or if they move to new communities. All of this suggests to Project staff that efforts to apprise mental health professionals of the need for/efficacy of using housewife peer counselors must be continued.

5. Will women continue to identify themselves and allow themselves to be identified as "housewives"?

Discussion Summary: The training program was predicated on the concept of the nurturing abilities of the non-urban housewife;

there was at no time any confusion on anyone's part as to what the word "housewife" meant. However, with an increased negation of this career as a viable one, and with increasing numbers of women turning away from a full-time career as wife and mother, there may be, in the future, some confusion as to what constitutes a "housewife." Will there, in fact, be that pool of women who have been the nurturers?

SUMMARY AND RECOMMENDATIONS FOR USE OF TRAINING PROGRAM ELSEWHERE

The training program designed by the Peer Counselor Project has been shown to have met the Project goals of: 1) creating a program by which selected non-urban housewives can be trained for paid employment as effective peer counselors in unserved and underserved communities in Wisconsin which can, because it is workable, be replicated elsewhere, 2) providing the status of employability for a segment of the population (untrained housewives) which has a notoriously high rate of unemployment, and 3) apprising mental health professionals/agencies throughout Wisconsin of the need for and availability of trained peer counselors.

It is the belief of the Peer Counselor Project staff that the training program it has designed is one which can be used effectively in other parts of non-urban America to train housewives for paid employment as paraprofessional peer counselors or to upgrade the helping abilities of those women already employed in occupations in which they daily meet large numbers of women. The program was designed to be flexible enough to make use of indigenous personnel and resources and to speak to indigenous concerns. It can be taught to other trainers in a short (two/three day) period of time. Each compenent in the curriculum is packaged and, upon completion of the Dissemination Project (see DISSEMINATION, p.91) course materials will be available for each. The 230 hours can be utilized within any overall time block and may be expanded at the discretion of the training unit.

It appears that the training program could most effectively and appropriately be offered by vocational and adult education schools, much in the same way as licensed practical nursing programs are, and that it would attract a similar population. Such schools have staff which would meet the requirements for program certification if that were to be implemented at some time in the future.

But there is a subtle yet pervasive quality about this program which must be addressed before consideration can be given to its being offered elsewhere. Although designed very objectively as a training program it has within it material which has the ability to create personal growth and change for its participants. Further, although every part of the curriculum has been packaged for use elsewhere, there is that "something extra" about this program which cannot be packaged and which cannot be written down. The very rationale on which the program is based--having been there--is also the ingredient that is needed if this program is to be taught effectively. Without this ingredient, even the most skilled trainers will be unable to produce the desired results. On the other hand, interested but unskilled trainers will not be able to provide the quality of instruction which has produced the professional tone of this program.

For these reasons, the first and most important recommendation made by Project staff is that this program be taught only by women who are or have been non-urban housewives, who live in the area in which the program is offered and who have experience in mental health counseling.

A two-person teaching staff would be required to teach the program, at least one of which has a graduate degree in counseling and the other the same or related training and experience. A commitment to the concept of peer counseling and to the validity of the career of housewife and mother is necessary. Other Project recommendations follow:

1. Recognizing that life change on the part of trainees is intrinsic in this program, arrangements must be made for trainees to have access to a counselor during the training program. This counseling should not be done by the training staff but by another person, preferably female, who is in agreement with training program purposes and goals.

2. The 230 hours must be maintained as a minimum if a quality training program is to be offered. Modifications described in this Report assured staff that this is the minimum needed if peer counselors are to handle the scope of concerns outlined in Project rationale. Upward revisions could be made at the discretion of the training unit.

3. Trainers must be committed to the idea of paid employment for housewife peer counselors and must reinforce this throughout training if this is to be a legitimate counseling sub-specialty. To train housewives for non-existent or non-paying work is to perpetuate a cause rather than provide a remedy for mental health concerns of non-urban women.

4. Not every non-urban housewife can be trained to be an effective peer counselor. Each training unit must design some means either to select trainees or, if selection is not possible because of institutional rules, to remove those women from training who show by their performance and criterion behavior ratings that they are not able to meet the requirements of an effective peer counselor. Allowing incompetent housewife peer counselors to enter the helping field makes a mockery of the entire concept and, worse, opens up a whole new population (their potential clients) to personal abuse.

5. Trainers must be committed to the concept that knowing one's limits as well as one's strengths is the hallmark of any person in the helping services. Emphasis must be made throughout the training that housewife peer counselors are not being trained as therapists and are not to function as such.

Regardless of whether housewife peer counselors are to be utilized by rural mental health agencies in any significant numbers, the counseling profession has been made aware, by this Project, of one irrefutable fact: A long, hard look must be taken at the quality of our present community mental health service delivery as it impacts on rural women. For implicit in the clients' positive response to housewife peer counselors was their reinforcement once again of the mighty chasm which exists between the presently existing rural mental health delivery system and the needs of non-urban women.

DISSEMINATION PLANS

In November, 1977, with evaluation having shown the success of the Peer Counselor Project in meeting its stated goals, with a steadily increasing number of requests from agencies throughout the state and nation for information about the Project and given the conviction on the part of staff that there was a growing need for peer counselors in non-urban America, a proposal for a two-year dissemination training project was written by the Project Director and submitted to the Experimental and Special Training Branch, National Institute of Mental Health. On June 12, 1978, a grant in the amount of $37,212 was awarded to fund the first year of this Project. It will be staffed by the Project Director and Technical Training Specialist of the Peer Counselor Project, with part-time assistance from the Training Specialists from that project.

The goal of the dissemination project is to develop an effective model by which to train mental health professionals in the use of the training program and methodologies developed by the staff of the Peer Counselor Project/Women Helping Women. It is proposed that this will be accomplished by: 1) production of a four-segment training videotape 2) preparation of training manuals to go with each of the presently existing short course packages, 3) incorporation of these ingredients into an effective training model of which two will be tested, and 4) conduct of pilot training workshops for trainers, locations to be announced. It is further planned that the training model which is designed will then be used by staff to train trainers in various parts of the United States.

Persons who have read this Final Report and are interested in being trained as trainers of housewife peer counselors may contact the Peer Counselor Project/Training Trainers, University of Wisconsin-Stout Menomonie, Wisconsin 54751. Cognizance should be taken of the qualifications and time of staff available for such an undertaking and manpower (womanpower) needs in the area to be served by housewives to be trained.

TABLE 7 on the next page shows the number of hours required for each component in the final training program.

TABLE 7

TIME ALLOTTED TO COURSES/METHODS

Class	Hours	Hours per trainee	Hours per two trainers	%
Communications Training and Counseling Procedures	114.5	114.5	104	34.7%
Individual peer counseling practice and critique	88	88	88	
Peer group facilitation and critique	14	14	14	
Study	8	8	-	
Staff lecture/discussion	2	2	2	
Audiotape lecture	1.5	1.5	-	
Consultant lecture	1	1	-	
Supervised Paraprofessional Counseling (Field Experience)	101	44	61	30.6%
Individual peer counseling	43			
Group facilitation (two groups)	32	18	43*	
Critique	18	18	18	
Study	8	8	-	
Life Cycle	30	30	2.5	9.1%
Study	27.5	27.5	-	
Test	2	2	2	
Staff lecture	.5	.5	.5	
Limits of Responsibility and Referral Procedures	20	20	5.5	6.1%
Study	7	7	-	
Test and conferences	4	4	4	
Consultant lecture	4	4	-	
Audiotape lecture	3	3	-	
Staff lecture/discussion	2	2	2	
Conferences	15	3	15	4.6%
Progress evaluation	15	3	15	
Personal Growth	14.5	14.5	14.5	4.4%
Group experience	14.5	14.5	14.5	

Class	Hours	Hours per trainee	Hours per two trainers	%
Public Relations	13	13	7	3.9%
Audiotape lecture	3	3	-	
Staff role play/interview	3	3	3	
Study	3	3	-	
Field practice	2	2	2	
Critique of field practice	2	2	2	
Women In Perspective	12	12	4.5	3.6%
Study	7.5	7.5	-	
Videotape lecture	2.5	2.5	2.5	
Staff-led discussion	2	2	2	
Orientation/Testing	7	7	7	2.1%
Staff lecture	4	4	4	
Testing	2	2	2	
Orientation	1	1	1	
Introduction to Counseling Practice and Group Processes	3	3	3	.9%
Staff lecture	3	3	3	

* Hours include 32 hours' supervision of self growth group field experiences and 11 hours' supervision of individual peer counseling at nursing home. The remaining 32 hours of supervision of individual peer counseling was the responsibility of agency personnel.

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APPENDICES

APPENDIX A

IN-SERVICE TRAINING

In-Service Training days were held every three or four months on the campus of the University of Wisconsin-Stout. Each peer counselor was required to attend three consecutive In-Services during the year immediately following her on-campus training. A peer counselor who missed an In-Service (this happened only three times) was required to make it up. Each In-Service consisted of the following ingredients: coffee and social hour at Project headquarters, full morning of didactic and experiential learning based on staff observations of skill needs on the part of peer counselors, one hour in filling out CRITICAL INCIDENTS RECORD SHEET and oral program evaluation by each class with staff and total group participation with entire staff in idea-sharing, problem-solving and discussion of current and proposed peer counseling employment. Each In-Service was scheduled during the time a training class was in session so that, at the end of the In-Service day, members of the training class could interact with, question and visit with the peer counselors in the field.

The interaction of trainees from the various classes provided a valuable source of networking, of job contacts and an ongoing personal support system. Many peer counselors developed their own support groups in their home community made up of other peer counselors from that section of the state.

A list of the In-Service morning programs follows:

1. July 14, 1976 — Experience In Utilizing Interpersonal Process Recall (skill renewal)
   Leader: Ms. Lorna Gauthier, Technical Training Specialist, Peer Counselor Project

2.	October 6, 1976	Workshop On Stress: Understanding It and Helping Others Understand It Leader: Ms. Lee Morical, Project Director, Peer Counselor Project
3.	February 15, 1977	"A Review of Job Seeking Skills In Your Employment Search" Leader: Dr. Sarah Harder, Assistant to the Chancellor for Affirmative Action and Educational Opportunity, University of Wisconsin-Eau Claire
4.	May 9, 1977	"The Maturing Woman" (stimulus film and discussion) Leader: Ms. Lorna Gauthier, Technical Training Specialist, Peer Counselor Project
5.	September 12, 1977	A Workshop On Stress: Understanding It and Helping Others Understand It Leader: Ms. Mary Ellen Frame, Peer Counselor, Center for Women's Alternatives, Menomonie
6.	January 23, 1978	"Taking Charge: A Self-Change Program" (experiential and skill-building) Leader: Ms. Karla Hoefgen, Training Specialist, Peer Counselor Project
7.	May 8, 1978	Group On Group Observations (skill renewal: group and individual) Leader: Ms. Sonja Stoudt, Training Specialist, Peer Counselor Project

APPENDIX B

PROJECT STAFF

1. **Project Director: Lee Morical, M.S.**
   B.A. Journalism, sociology M.S. Counseling
   Background: Journalist in various parts of the U.S.; director of university news service; speechwriter for university administration; editor; university instructor of Marriage and Family and Public Relations; counselor on staff of campus ministry; counselor in private practice; founder of Center for Women's Alternatives, counseling service to non-urban women; pioneer in development of preventive mental health services for non-urban women

2. **Technical Training Specialist: Lorna Gauthier, B.S.**
   A.A. Elementary Education B.S. Home Economics (Human Development and Family Living)
   Background: Elementary teacher; substitute teacher; teacher of learning impaired; program facilitator for Center for Women's Alternatives; instrumental in development of counseling resources for low income rural women

3. **Training Specialist: Karla Hoefgen, M.S.**
   B.A. Social Work M.S. Counseling
   Background: Social worker in social services departments in two states; conducted survey of mental health needs of non-urban housewives for Project as a graduate student at the University

4. **Training Specialist: Sonja Stoudt, M.S.**
   B.S. Elementary Education M.S. Counseling
   Background: Elementary teacher; counselor in private practice with learning disabled children; university instructor in graduate department of counseling

5. **Research Analyst: Anita Pershern, M.S.**
   B.A. Biology M.S. Home Economics (Foods and Nutrition)
   Background: Biologist; nutritionist in hospital; pianist, organist and composer; director of various biological research projects

6. **Secretary: Eva Koepnick**
   Background: Bookkeeper; secretary; member of two self-growth groups offered by Center for Women's Alternatives

7. **Secretary: Anne Tabbut, B.S.**
   B.A. English B.S. Elementary Education
   Background: Elementary teacher; teacher of learning disabled children; director of college news service

APPENDIX C

WOMEN HELPING WOMEN
-PEER COUNSELOR PROJECT-

University of Wisconsin-Stout
Menomonie, Wisconsin 54751 Phone(715)232-2644

Name:______________________________ Phone:_______________

Address:______________________________ Age:_______________

______________________________ Sex:_______________
(zip code)

Present Marital Status____________________
(Married, Divorced, Widowed, etc.)
Number of Children:____________________ Ages of children__________

Education:	Location	Degree	Year
High School			
College			
Other			

Work Experience: Start with the present and list experience relevant to the Peer Counselor Project.

Evaluate yourself as to the following:

1. Ability to communicate with others.

2. Past and present evidence of self-growth.

3. Personal characteristics and life experiences that would enable you to be a "helping person".

On the reverse side, please include names of three persons we can contact for letters of reference.

Women Helping Women
Peer Counselor Project
UW-Stout

APPENDIX D

APPLICATION EVALUATION

TO WHAT EXTENT DOES THE APPLICANT:	To a great extent				Not at all
Personal Characteristics					
1. Display interest in others and their concerns	5	4	3	2	1
2. Indicate willingness to accept others without judging	5	4	3	2	1
Life Experiences					
1. Indicate an awareness of the challenges and problems facing individuals and families	5	4	3	2	1
2. Display evidence of being able to carry out own family responsibilities	5	4	3	2	1
3. Display the ability to transcend family crisis or personal trauma	5	4	3	2	1
Self-Growth					
1. Display an understanding of the self-growth process	5	4	3	2	1
2. Provide evidence of self-growth in adulthood	5	4	3	2	1
3. Show evidence of involvement in self-growth activities	5	4	3	2	1
Communication Skills					
1. Present an integrated picture of self	5	4	3	2	1
2. Display an understanding of different levels of communication	5	4	3	2	1
Ability to Participate in Training					
1. Display understanding of PCP	5	4	3	2	1
2. Have prior experience in a related field of employment, study or volunteer service	5	4	3	2	1
3. Provide history of "carry through" on other work, schooling, activities	5	4	3	2	1
4. Show ability to communicate adequately through writing	5	4	3	2	1
Placement Potential					
1. Reside in an area where there is potential for serving target population	5	4	3	2	1
2. Currently have access to potential employment in PCP-related work	5	4	3	2	1

Overall Evaluation (choose one)

________ This applicant should be given highest priority and should definitely be accepted into the Project

________ This applicant appears to have the necessary qualifications for acceptance into the project

________ This applicant appears to have some of the necessary qualifications for acceptance into the project.

________ This applicant does not appear to have enough of the necessary qualifications to be accepted into the project.

________ This applicant should definitely not be accepted into the project because

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APPENDIX E

INTERVIEW EVALUATION

Women Helping Women
Peer Counselor Project
UW-Stout

TO WHAT EXTENT DID THE APPLICANT:

Personal Characteristics	To a great extent				Not at all
1. Make a favorable overall appearance	5	4	3	2	1
2. Evidence good physical health and possession of adequate energy	5	4	3	2	1
3. Evidence good mental health	5	4	3	2	1
4. Exhibit sense of humor, flexibility toward life	5	4	3	2	1
5. Exhibit creativity	5	4	3	2	1
6. Show interest in others and their concerns	5	4	3	2	1
7. Show willingness to accept others without judgement	5	4	3	2	1
8. Show ability to communicate with others in a "helping" way	5	4	3	2	1

Life Experiences					
1. Indicate an awareness of problems and challenges facing individuals and families	5	4	3	2	1
2. Display ability to carry out own family responsibilities	5	4	3	2	1
3. Display ability to transcend family crisis or personal trauma	5	4	3	2	1

Self-Growth					
1. Exhibit evidence of self-growth in adulthood	5	4	3	2	1
2. Show evidence of involvement in self-growth activities	5	4	3	2	1
3. Show willingness to continue to learn, grow and change	5	4	3	2	1

Ability to Participate in Training					
1. Display understanding of PCP	5	4	3	2	1
2. Show commitment to basic philosophy of PCP	5	4	3	2	1
3. Communicate effectively	5	4	3	2	1
4. Evidence ability to handle class work	5	4	3	2	1
5. Evidence ability to handle group work	5	4	3	2	1
6. Show willingness to participate in all aspects of training	5	4	3	2	1
7. Provide history of "carry through" on work, schooling, activities	5	4	3	2	1

Placement Potential					
1. Appear to be capable of handling responsibilities of employment in PCP-related work	5	4	3	2	1
2. Reside in area with potential for serving target population	5	4	3	2	1
3. Currently have access to potential employment in PCP-related work	5	4	3	2	1
4. Show promise of being an effective representative of the PCP	5	4	3	2	1

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APPENDIX F

Peer Counselor Project - Women Helping Women
University of Wisconsin-Stout

_______________________________ has applied for acceptance into the Peer Counselor Project being conducted by the University of Wisconsin-Stout. A brochure describing the program is enclosed. The candidate has listed your name as a reference. Please complete this form and return it no later than _______________ to: Lee Morical, Peer Counselor Project, UW-Stout, Menomonie, WI 54751. Thank you for your assistance.

(Mrs.) Lee Morical, Director

TO WHAT EXTENT IS THE APPLICANT:	To a great extent				Not at all
In good physical health and possession of adequate energy	5	4	3	2	1
Flexible and creative	5	4	3	2	1
Able to laugh at herself, display sense of humor	5	4	3	2	1
Capable of handling responsibilities of employment	5	4	3	2	1
Aware of the problems and challenges facing individuals and families	5	4	3	2	1
Able to carry out her own family responsibilities	5	4	3	2	1
Able to handle personal problems in a positive way	5	4	3	2	1
Interested in her own self-growth and involved in self-development activities	5	4	3	2	1
Able to communicate effectively through writing	5	4	3	2	1
Able to communicate effectively through talking	5	4	3	2	1
Interested in others and their concerns	5	4	3	2	1
Able to understand others and their needs	5	4	3	2	1
Willing to accept others without judging	5	4	3	2	1
Able to communicate with others in a "helping" way	5	4	3	2	1

Please use the back for additional comments you may wish to make. All information is strictly confidential.

APPENDIX G

LETTER OF INTENTION/COMMITMENT

We are pleased to let you know that you have been selected as a participant in the Peer Counselor Project as a member of the class beginning January 9, 1978. Your stipend will be awarded you shortly after that date.

Selection of trainees has been, as we suggested during your interview, a difficult task for our staff. Each woman interviewed showed rich amounts of helping ability.

Again, we ask that you seriously consider your commitment to the Project and to the pioneering field of paraprofessional peer counseling. We will, as we explained in your interview, expect you to be a strong representative of the program and we will further expect to be in touch with you in your work as a peer counselor for one year after completion of your training. We repeat, also, that there will be very few acceptable excuses for missing classes, since every moment counts in an experiential learning program such as ours.

If you are willing to make this commitment, we ask that you return the enclosed card and so indicate. If, after thinking it over, you decide that you are no longer interested in participating in the Project, please let us know immediately and your place will be released to another qualified candidate. Please return your card on or before December 20, 1977.

Upon your decision to enter the training program, we ask that you also fill out and return the enclosed Application for Undergraduate Admission according to the attached directions. After this is done, you may begin making housing arrangements for off-campus housing if you are planning to live in Menomonie. This may be done by contacting University Housing, placing an ad in the Dunn County News or any other means you may choose to use. As we explained during your interview, housing is a trainee's responsibility. Final registration will be completed during the first week of the training session. You should also plan to spend approximately $60 the first week of classes for local fees, books and required incidentals.

As a trainee you should plan to be at the Peer Counselor Project headquarters, First and Broadway, in Menomonie promptly at 1 p.m. on Monday, January 9. The afternoon schedule will begin with testing and orientation and continue through 4 p.m. with the Personal Growth Experience. A full schedule of classes will continue each weekday through March 10.

If you have any questions concerning any phase of the training program, we will be happy to answer them for you.

We hope you look forward to participation in the Peer Counselor Project as much as we look forward to working with you in this exciting venture.

Sincerely,

(Mrs.) Lee Morical
Director
Peer Counselor Project
Department of Counseling and Psychological Services

Enclosures
LM/at

APPENDIX H

Peer Counselor Project
Women Helping Women
University of Wisconsin-Stout

PHILOSOPHY OF PEER COUNSELOR TRAINING PROGRAM

A PERSON'S TIME IS PRECIOUS

- We will begin each group session, class session and field experience at the time stated. Staff and trainees will be expected to be on time. Trainees who are late or absent are responsible for content of the time they have missed. Sessions will be taped for absent members only by consensus of group members present.
- To assist the staff in making the best use of the limited time available, we ask that trainees needing conference time with staff beyond the scheduled weekly conference make an appointment through Eva Koepnick.

A PERSON'S SENSIBILITIES ARE PRECIOUS

- Because we feel it is demeaning to expect people to participate in a series of busy-work activities, all experiences offered as part of the Peer Counselor training program have been carefully chosen or designed to meet stated training goals. Although some may seem unfamiliar or "different" -- and others perhaps overly familiar -- all have been included with a definite purpose in mind. Full participation is expected of each trainee.

A PERSON CAN UNDERSTAND OTHERS ONLY AS SHE/HE UNDERSTANDS HER/HIMSELF

- Because true growth can occur only when one is open and honest about oneself and with others, trainees and staff are expected to maintain an open, honest attitude toward one another during the training program. There is no place in a program of this nature for hiding hurts or glossing over truths. If we are to work comfortably and effectively with others, we must first learn to work comfortably and effectively within our selves.

A PERSON'S TRUTH IS PRECIOUS

- When someone shares thoughts and feelings with you, she/he gives part of her/himself. For that reason, everything that is shared within our time together as a group for the next nine weeks is to be considered confidential by both trainees and staff and is to be kept within the group.
- The code of confidentiality also applies to all field experiences.
- Normal staffing procedures will be followed (i.e. staff meetings will be held to discuss trainee progress but will be kept confidential.)

A PERSON'S LIFE EXPERIENCES ARE OF VALUE

- Because we believe that a person's life experiences have value and importance, we think that it is possible, through training, to channel the experiences gained from being a wife and mother into a style of peer counseling which can be of significant help to other women.
- A peer counselor is not a second-rate counselor; she/he is a first class peer counselor who can relate helpfully to others because she/he has "been there."
- It is expected that each person trained in the Peer Counselor program will take pride in her work.

Lee Morical
1975

APPENDIX I

The Flanders Interaction System was modified for use as an objective measure of trainee growth in group facilitation skills during the nine week training period. Trainees facilitated a group made up of the other members of their training class once during the first four weeks and once during the final four weeks of training. Intervening time was spent in learning peer counseling microskills.

The following table is a summary of the three critical indices of the Modified Flanders System analysis for the January and June 1976 training classes of the Peer Counselor Project. Each consisted of six trainees. Each value represents the total of one group for either pre-test or post-test situation.

		Pre	Post	Direction of change desired by program
% Facilitator Talk	I.	20.28%	16.01%	should decrease
	II.	21.79%	17.56%	
Ratio of Indirect to Facilitator Total	I.	.5892	.6605	should increase
	II.	.5729	.6865	
Sensitivity Index	I.	.4040	.5081	should increase
	II.	.3190	.5652	

The three critical indices for both groups changed in the direction desired by program objectives.

APPENDIX J

FIELD SITES UTILIZED - January 1976-March 1978
(GROUPS)

Agency	Clientele	Focus	No. Times Used	Acceptability as Site
*CENTER FOR WOMEN'S ALTERNATIVES (M.O.M.S.)	Young mothers, often with pre-school children	Understanding self better; self growth; improvement of communication with husband, children, others	5	Excellent
CENTER FOR WOMEN'S ALTERNATIVES (VENTURE)	Middle-aged married women	Problems and potential of middle age; life planning	3	Excellent
CENTER FOR WOMEN'S ALTERNATIVES (TRANSITION)	Divorced women--all ages	Moving from married to single life; trust-building, practical concerns of divorce	3	Excellent
WEST CAP COMMUNITY ACTION PROGRAM	Low income women in home management training	Self growth and problem solving with home management training	3	Excellent
WEST CAP COMMUNITY ACTION PROGRAM GLENWOOD CITY, WI	Housewives employed at West CAP	Self growth; balancing time demands of work and home	3	Very good
HEAD START PARENT-CHILD CENTER CHIPPEWA FALLS, WI	Low income women with children in Center program	Self growth; improved communication with others	2	Good

*All field sites are in Menomonie, WI, with exception of those noted.

FIELD SITES UTILIZED - January 1976-March 1978
(INDIVIDUAL PEER COUNSELING)

Agency	Clientele	Focus	No. Times Used	Acceptability as Site
AMERICAN LUTHERAN NURSING HOME	Elderly women residents and chronically ill women	Bedside peer counseling	6	Excellent
DUNN COUNTY DEPT. OF SOCIAL SERVICES	Women clients of Department--all ages	In-home peer counseling	5	Good
WEST CAP (COMMUNITY ACTION PROGRAM)	Low income West CAP clients	In-home peer counseling	1	Good
MEMORIAL HOSPITAL	Women patients identified by medical staff	Bedside peer counseling	1	Fair

All field sites are in Menomonie, WI.

APPENDIX K

Employment and Salaries Obtained by Trained Housewife Peer Counselors

1. Group facilitator/Coordinator
Drop-In Center
Center for Women's Alternatives
Eau Claire, WI
$55.00/mo. (coordinator)
$60.00/group (group facilitation)

2. Secretary/Receptionist/Peer Counselor
United Church of Christ
Sheboygan, WI
$3.50/hr.

3. Peer Counselor
Adult Support Counseling
Dunn County Department of Social Services
Menomonie, WI
$3.50/hr. plus mileage

4. Peer Counselor/Coordinator
Drop-In Center
Center for Women's Alternatives
Menomonie, WI
$5.00/hr. (peer counseling)
$60.00/mo. (coordinator)
$60.00/group (group facilitation)

5. Peer Counselor
Center for Women's Alternatives
and
6. Teacher, "Human Communication"
District I, Vocational-Technical-Adult School
Menomonie and Eau Claire, WI
$60.00/group (group facilitation)
$5.00/hr. (peer counseling)
$7.95/hr. (teaching)

*7. Acting Director, Adult Work Experience
Central Wisconsin Community Action Program
Wisconsin Dells, WI
$4.15/hr. plus mileage

8. Outreach Worker
West Central Wisconsin Community Action Agency
Glenwood City, WI
$3.60/hr. plus mileage

9. Facilitator of self-growth class for women
Groveland Community Education Program
St. Paul, MN
$7.50/hr.

10. Group Facilitator
"Woman Alone," self-help group for divorced and widowed women
First Presbyterian Church
Portage, WI
$25/per client (group facilitation)

*11. Nurse's Aide
Tomah Care Center
Tomah, WI
$2.85/hr.

12. Peer Counselor (groups and individuals)
Lutheran Social Services of Wisconsin & Upper Michigan
Oshkosh, WI
$7.00/hr.

13. Instructor
"Non-Verbal Communication"
District I, Vocational-Technical-Adult School
Eau Claire, WI
$7.95/hr.

14. Pastor (lay)
United Methodist Church
Merrimac, WI
$5,000/yr.

15. Protective Payee
Dunn County Department of Social Services
Menomonie, WI
$3.00/hr. plus mileage

*16. Manpower Counselor
West Community Action Program
Glenwood City, WI
$833/mo. plus fringes and mileage

17. Paraprofessional Counselor-Coordinator
Personal Development Council
Marshfield, WI
$6.00/hr. (individual counseling)
$10.00/client (for Head Start)
$15.00/client (group facilitation)

*18. Administrative Aide-Health Clerk/Peer Counselor
Hillsdale Head Start Parent Child Center
Hillsdale, WI
$3.42/hr. plus fringes

19. Peer Counselor
Personal Development Council
Marshfield, WI
$2.65/hr.

*20. Personnel Coordinator/Advocate
Refuge House for Battered Women
Eau Claire, WI
$8,000/yr. plus fringes

21. Family Planning
Southwest Community Action Program
Monroe, WI
$3.09/hr. plus mileage

22. Peer Counselor/Personal Care Aide
Dunn County Department of Social Services
Menomonie, WI
$3.25/hr. (peer counseling)
$4.00/hr. plus mileage (personal care)

23. Co-facilitator of group for chemically dependent
Chippewa Referral Center
Chippewa Falls, WI
Salary variable

24. Secretary
Area Agency on Aging
Eau Claire, WI
$3.00/hr.

25. and 26. (2) Group co-facilitators
"Reach Out" self-growth group for housewives
Lutheran Social Services of Wisconsin & Upper Michigan
Appleton, WI
$80.00/group (each)

27. Group facilitator
Self-growth groups for housewives of all ages
United Church of Christ
New London, WI
$50.00/group

*28. Nurse's Aide
Dunn County Health Care Center
Menomonie, WI
$4.57/hr. plus fringes

29. Patient Librarian
St. Joseph's Hospital
Marshfield, WI
Salary not available

30. Instructor
"Men and Women"
District I, Vocational-Technical-Adult School
Eau Claire, WI
$7.95/hr.

* Full-time employment

APPENDIX L

UTILIZATION AND EVALUATION OF PEER COUNSELOR TASK COMPETENCIES (EMPLOYED PEER COUNSELORS)

ER = Employer Rated PR = Peer Counselor Rated

Tasks	Group	Being Utilized	Performing at Level 3 or Above
1. Identify needs of non-urban housewives in area	ER	83%	80%
	PR	96%	92%
2. Plan a series of individual/group sessions	ER	78%	74%
	PR	100%	92%
3. Establish agency contacts	ER	85%	84%
	PR	98%	92%
4. Make verbal presentations to community agencies and other groups	ER	74%	70%
	PR	90%	80%
5. Establish a working relationship with professionals in community agencies	ER	87%	86%
	PR	88%	82%
6. Locate community resources	ER	78%	76%
	PR	98%	94%
7. Arrange for facilities		72%	71%
		100%	92%
8. Write announcements of group organization for publication	ER	57%	43%
	PR	86%	66%
9. Organize individual counseling session	ER	78%	72%
	PR	90%	82%
10. Prepare meeting room	ER	72%	69%
	PR	92%	84%
11. Conduct individual counseling session	ER	70%	67%
	PR	74%	70%
11A. Facilitate group sessions of non-urban housewives	ER	61%	57%
	PR	84%	72%
12. Initiate individual/group sessions	ER	83%	80%
	PR	90%	90%
13. Establish helping relationship(s) with individual or within group	ER	83%	83%
	PR	100%	100%
14. Make appropriate referrals	ER	72%	67%
	PR	100%	96%
15. Relate each individual/group session to the next	ER	72%	65%
	PR	94%	86%
16. Provide life model for individual or group	ER	80%	80%
	PR	96%	92%
17. Apply ethical code of conduct in peer counseling work	ER	78%	74%
	PR	100%	100%
18. Help individual to see self as woman in relation to women	ER	76%	73%
	PR	100%	98%

Tasks	Group	Being Utilized	Performing at Level 3 or Above
19. Interpret Peer Counselor Project in relation to the Women's Movement	ER	72%	69%
	PR	94%	86%
20. Terminate individual/group sessions	ER	80%	76%
	PR	90%	82%
21. Write report to supporting agency	ER	54%	41%
	PR	82%	62%
22. Write thank you letters	ER	43%	35%
	PR	80%	66%
23. Evaluate individual/group experience	ER	74%	74%
	PR	86%	78%
24. Incorporate evaluation in next session(s)	ER	67%	67%
	PR	84%	72%

APPENDIX M

PUBLIC PRESENTATIONS AND PUBLICATIONS

The following presentations were made by Peer Counselor Project staff during the Project period:

1. "The Rural Housewife As Peer Counselor", speech presented to annual meeting of the Chippewa (WI) County Mental Health Association, 10-75 (Lee Morical)

*2. "The Peer Counselor Project: Pragmatic Application of a Principle", paper presented at the Invitational Conference of the American Association of State Colleges and Universities, Oakbrook, IL, 12-75 (Lee Morical)

3. "The Rural Housewife As Peer Counselor: An Untapped Resource", sectional presented at the Annual Midwest Guidance Conference, University of Wisconsin-Stout, Menomonie, WI, 2-76 (Lee Morical, Lorna Gauthier and six trainees)

4. "The Utilization of Peer Counselors As a Community Mental Health Resource", lecture and slide-tape presentation to eight-county Chippewa Valley (WI) Social Services Association, 4-76 (Lee Morical and Lorna Gauthier)

5. "Why Jerry's Mother Doesn't Come To Parent Conference Or How To Reach The Mother Who Is Too Scared/Disinterested/Tired/Angry To Meet With The Counselor", sectional presented at the American Personnel and Guidance Association National Convention, Washington, D.C., 4-78 (Lorna Gauthier)

*6. "Live Until You Die: How To Help The Nursing Home Residents Rejoin The Human Race", papers presented at American Personnel and Guidance Association National Convention, Washington, D.C., 4-78 (Lee Morical [supported in part by a grant from the Wisconsin Humanities Committee] and Lorna Gauthier)

**7. "An Objective Method Of Evaluating Small Group Facilitators: The Modified Flanders System", presentation at American Personnel and Guidance Association National Convention, Washington, D.C., 4-78 (Anita Pershern, Lee Morical and Karla Hoefgen)

8. "Needs of Women During Crisis Period of Change In The Life Cycle", sectional presented to Stout Council on Family Relations, University of Wisconsin-Stout, 4-78 (Lorna Gauthier)

9. "The Peer Counselor Project/Women Helping Women", slide-tape presentation to 1978 Summer Study Program On Rural Mental Health Services, Association for Rural Mental Health, Madison, WI, 6-78 (Lee Morical and Lorna Gauthier)

*10. "Peer Counselor Project/Women Helping Women", published in Wisconsin Women Newsletter, 3-78 (Lee Morical)

*11. "Peer Counseling for Housewives", published in Alumnus, University of Wisconsin-Stout, 2-78 (Lee Morical)

Slightly more than fifty stories about the Peer Counselor Project/Women Helping Women have appeared in a total of twenty-nine newspapers throughout Wisconsin. Interviews with staff and/or peer counselors were conducted on a total of twelve television outlets in the state. A brief news-feature was also done by KSTP-TV, Minneapolis-St. Paul.

* Copies available upon request
** Submitted for publication; presently [illegible]ng revised and not available

APPENDIX N

PROJECT SCHEDULE

July-December	1975	Hiring staff, consultants Curriculum design Research design Evaluation design and instrumentation Site visitation (potential employment) Brochure design and publication Materials development Recruitment and interview of trainees
January-March	1976	First training class
March-May	1976	Program evaluation and modification Site visitation (potential employment) Interview trainees
June-August	1976	Second training class (Additional trainee interviews)
August-October	1976	Third training class
October-December	1976	Program evaluation and modification Site visitation (potential employers/pc's) Interview trainees Research publication Grant reports written
January-March	1977	Fourth training class (Additional trainee interviews)
March-May	1977	Fifth training class
June-July	1977	Program evaluation and modification Publication Interview trainees

August-October	1977	Sixth training class
November-December	1977	Program evaluation and modification Interview trainees Semi-final packaging of training program
January-March	1978	Seventh training class
April-June	1978	Site visits to thirty peer counselors, employers, clients and potential employment sites Final program evaluation and modification Final packaging of program Videotape consultants Write Final Report